

Paris diary

Looking back at the Left's year one

At the end of year one of a left-wing government, *la France profonde* seems calmer than many of the commentators. The polls suggest that had Francois Mitterrand been standing for president this week he would have been elected, and possibly by a more comfortable margin than he was a year ago.

Yet the professional observers detect a widespread lack of enthusiasm. Their phrases range from disappointment to disaster even if Mitterrand himself has doffed the presidential mantle so easily that he is being called a De Gaulle of the Left. Why should this be?

Is it, as the left-wing conspiracy theorists believe because the right is basically undemocratic?

Or is it because the Government has failed to convince the French, and, in particular, a big enough section of the Left, that in a modern democracy a government's actions need to be concerned as much with process as product?

At the height of a recent interministerial row, Prime Minister Pierre Mauroy wrote a powerful piece in *Le Monde* about the socialist commitment to *gouverner autrement*. This *gouvernement* did not expect its ministers to serve in silence as they had done for 15 years, or to be the "docile interpreters" of presidential policy. Apart from anything else, that gave the civil servants a field day. Policy options, M. Mauroy said, needed to be discussed thoroughly, and openly rather than imposed out of the blue.

M. Mauroy is a genial figure. Some 17-year-olds in his native Lille recently described him to a journalist as being a *bonne moule frites* — literally a good old dish of mussels and chips (one of the local specialities). He is committed to encouraging debate; he has had a lot of experience in adult education where he helped to establish something like the WEA. The discussion recipe has worked there. It has worked in the socialist party too.

But party leaders, and indirectly Mitterrand himself, have seen such an approach as amateur.

Whether or not it is connected, it is obvious that the Government has not had wholehearted support for policies which symbolize the aspirations that it was expressing this time last year; like making France "fraternal in its concern for social justice and dignity, responsible in its concern to create a citizenry ready to take decisions". Many members of the Socialist Party now see decentralization as misplaced, a way of losing power after taking 23 years to gain it. Some measures have run into trouble with the trade unions, who have seen, as the French put it, "their best friend" threatened.

The education world is not immune. The unions have sabotaged an attempt to decentralize the administration of education to the level of the *departement*. One consequence for them would have been to break up the powerful *Federation de l'Education Nationale* which groups the major education unions. They have also managed to snuff out a debate about what is wrong with the French comprehensive school. They were angry that the quality of the teaching was put in doubt.

For many British observers, there is an additional set of references. The Government is being judged as a re-run of our Labour governments. The argument centres on whether it is closer to Wilson 1964 (devolution, social reform, and of course the white-hot heat of technology) or Attlee 1945 (the Welfare State and nationalization).

Without pushing the analogy too far, there are certainly some echoes. The thorniest problem that Mitterrand's Minister of Education, M. Alain Savary, inherits is what to do about church schools. A real 1940s problem: the election manifesto contains a commitment to make education a major public service which is both unified and secular.

Shades of Jules Ferry, initiator of France's first compulsory Education Act (1881). But also reaction against

the former president Valery Giscard d'Estaing. He had seen it that the budget for private (mainly church) schooling increased faster than that for the public sector.

Most of these private schools are, in English terms, aided schools: their teachers are paid, maintenance bills met by public funds, if they teach to the state curriculum. So even the manifesto prudently added that the contracts these schools had made with the municipal authorities would be respected, and the great public service would be created without destruction or monopolization. M. Savary has been talking to all concerned.

With the political climate heating up and big demonstrations for and against taking place in the last couple of weeks, we wait to see if the Government can put off declaring its hand.

There has also been the establishment of educational priority zones as part of a strategy for turning "the pedagogy of failure" into "the pedagogy of success" and M. Savary has recently been given a report which

The challenge for the Left is to refute that highly instrumental view of the education system, transforming it into one capable of increasing personal autonomy. That brings me back to the corporatist point at the beginning of the piece. It was the provocative analysis of a highly detailed historical and sociological survey which came out in 1978 (*L'Etat Enseignant* by Fauscel Gruson, published by Mouton) that corporatism in the French teaching profession has been the traditional defence of the left against the right's use of the education system as merely the provider of manpower. To that has been added the *petit bourgeois* ("beef-steak") corporatism of recent years.

To recard the book today is to see how enmeshed are the ideals of the French education system, the more sordid aspects of self-interest and of government interest too. Clearly discussion and debate are needed and M. Savary has wisely launched on that his fashion of *gouverner autrement*. That is, of course, the classic result of alternating political power. It brings new people to power. At

the end of year one of left-wing government, we may be waiting for practical achievements. But the air is still fresh in the corridors of power. From the stratosphere to the grassroots — a personal PS.

I've always thought that French schools were onto a wickedly effective trick in making parents pay for school stationary, not as a money-saving device but as an extra disciplinary tool for the teacher ("You mean to say that you have forgotten to get a new exercise book? Two marks off your result in the next test.")

Now comes news of a new use for parental francs. We got a request from the primary school the other day asking for contributions to a fund for the little things which help to make school life nice: for outings for some of the year presents of books to all pupils, files. And toilet paper.

Anne Corbett

Too life-like for comfort



Le Monde de l'Education has been giving space to one of France's best illustrators, Claude Lapointe. In recent months he has been giving space to one of France's best illustrators, Claude Lapointe. In recent months he has been giving space to one of France's best illustrators, Claude Lapointe. In recent months he has been giving space to one of France's best illustrators, Claude Lapointe.

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But state education is so much more strongly rooted in French culture than English, that there is a special interest in seeing how the French Left, committed to its development, fares in power. Even under Giscard — date I say it? — there was always a longer-sighted view than I sometimes sense when I read the English press on education. No question of his government going back on comprehensive schooling for example. It was seen by his government as an essential tool in the containment of the French working population, bringing everyone up to higher educational standards; just as vital for France's economic future as the preservation of an educational elite.

Can parents demand to have their children prepared for independent school entrance in state schools? Professor Brian Holmes argues the law gives them the right.

Children at risk: the diary of a Liverpool primary school head teacher.

Arts: John Bowen and Sheila MacLeod on television and teenagers.

Books: Reviews of dictionaries, atlases and encyclopedias.

John Weightman takes a sceptical look at the new "non-sexist" edition of *Roger's Thesaurus*.

Personal column

Ted Wragg

The department triumphs

I was sorry to hear of the demise of the Schools Council which is to be replaced by two smaller Government-nominated councils for examinations and curriculum. Although one or two powerful committee members brought it into disrepute a few years ago by silly postures and dull machinations, the overall record of the council has, I think, been good.

Some of its projects, like *Breakthrough to Literacy*, have made a massive international impact. Others such as Stenhouse's *Humanities Curriculum Project* have been more influential on classroom practice than take-up rate alone would suggest.

The council's substantial work on examinations was largely scuppered by the universities and a succession of dithering ministers. I would guess that when, in the 1990s, the population of 18-year-olds falls, universities will suddenly acquire an appetite for four year degree courses, thus relieving pressure on sixth form curricula and opening the door for something like the N and F proposals.

The press was full of reports about these changes being a victory for someone called Ulrich, who I thought I remembered as a peasant in *William Tell*, but who turns out to be a senior DES official keen for the department's civil servants to take more control. The thought that curriculum development may be in the hands of the writers of "the utterly banal, but fortunately forgotten, Framework for the Curriculum" document of a couple of years ago, chills the blood. Friend Ulrich, apparently, in his evidence to the Tremenman review of the Schools Council, described John Mann, the council's present secretary, as too concerned with teachers' interests and "plainly hostile to the department"; in other words, a really good bloke.

I can, however, end all speculation about the future of the new-style slimmed-down Schools Council bodies for curriculum and examinations. Although the Secretary of State is not expected to make an announcement until later this year, I can now disclose the most sensational educational scoop of the decade: I have obtained a top secret paper from the DES which sets out every last detail.

First, I can assure you, there is no need to feel anxious that the new councils will be biased, simply because they are to be Government nominated. Indeed, although there are no teachers on them, they represent a good balanced cross-section of people interested in education.

The chairman of the new Curriculum Development Council, I am delighted to announce, will be Cliff Richard. It is true that Cliff's only experience of schools is the one he went to himself, but he will be able to sing press statements on television. This will get curriculum projects excellent publicity, some of it world-wide, as his latest single "I'm in the mood for integrated science in the middle school, yeah man" is to be the Britain's entry in the next Eurovision Song contest.

Many people have said that the key appointment in the new-style council will be the post of secretary. So I checked this one very carefully. The new secretary will be Mrs Elizabeth Ramsbottom. She is currently a secretary at the DES, and people who know her say that both her shorthand and typing are pretty sound.

In charge of physical education projects will be Mr Michael Haskins. It is not commonly realized that the Big Mike is one of the fittest men in the House of Commons. He has enormous biceps from swinging the mace around his head during debates, and is a sprinter of international standing, largely as a result of having to run away from the problem of inner cities and from local government officials demanding a higher rate support grant.

The key committee responsible for research into the curriculum will be chaired by Mrs Mary Whitehouse. This is a particularly good appointment because Mary has tremendous experience of public opinion surveys. It is true that her critics have sometimes accused her of asking leading questions like "Do you think there is too much sex and violence on television and what are you going to do about it?" but I personally think she will do a grand job for curriculum research.

Two new sub-committees are being established. The Teach Working Class Children Good Admissions and Deferral sub-committees will be chaired by Barbara Cartland, and the Stop-Filly Left-wing Infiltration sub-committee will be chaired after by Colonel Sir Henry "Shook after Buggers" French-Flores-Singleton, a non-nonsense Crimean War veteran who, I believe, has a couple of test-tube great granddaughters, and is pretty up to date on school matters.

Finally, the Government has decided that the new Examinations Council should be small and strict. It will consist of Rhodes Boyson and his Uncle Bert and Auntie Ethel, all of whom are really keen on regular spelling tests.

controversial reform of the Oxford University admissions procedure, which should make it fairer for state school pupils, was due to be discussed by dons yesterday. At the same time, a Cambridge working party is to be set up in the next two weeks to look at other ways of making it fairer for sixth formers to sit the special science exam before A levels.

Oxford and Cambridge have come under increasing criticism for the disproportionately high number of public school pupils they admit. State school pupils are thought to be at a disadvantage because they are normally unable to sit the entrance exam after their A levels.

As the TES went to press this morning, admissions tutors at Oxford were meeting to discuss the possibility of making all candidates sit a sixth exam in their fourth term in a sixth form. Allowances would be made for those who failed the exam at did brilliantly in their A levels.

At Cambridge, it was thought like this week that the timing of the entrance exam would stay as it is, with candidates to sit it either before or after A levels. But a working party on admissions tutors is to look at other possible changes, such as a reduction in the number of papers so that pre-A level candidates are at a disadvantage.

At the point on which there seemed to be broad agreement was that the entrance exam should stay. The A level is a school-leaving certificate designed to show what someone has already achieved. "What we want to assess is potential," the working party said. "What we want to assess is potential." The working party was particularly helpful on subjects, such as mathematics.

But the scheme's opponents agreed that the proposed timing would place added burdens on schools and candidates, who would already be sitting mock A levels, and that failure to get an Oxford place at that stage of the year might damage pupils' performance in A levels.

At Cambridge, a working party of admissions tutors first proposed switching the exam to the summer term to coincide with A levels and then, when that was turned down, to the autumn term.

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of the first in the country to have parents on its school governing bodies, he added.

However, Mr Dance admitted that the method for selection was tricky and indeed, had not been decided. It was important for representatives to have a strong interest in education and the parents' interest foremost in their minds, rather than another interest.

School-based elections might have to be held for the posts, although the size of that undertaking was rather "horrid", he said. The council was anxious to avoid being accused of putting its own supporters on the committee.

Three new places for parents were likely to occur, bringing the total membership to 40. Currently there are 27 elected councillors, plus 10 co-opted members including teacher representatives, two from the local trades council and chamber of commerce and three people chosen for their knowledge and interest in education.

The increased numbers on a committee requires the approval of the Education Secretary. To avoid delay, Newham may appoint parents to the three seats currently available.

Mrs Joan Sallis, a long-time campaigner for parents' rights, welcomed the Newham move this week, saying the parents would see committee papers in advance and get an insight into decision-making.

The Newham Labour manifesto also promised to involve parents in its review of education in the light of falling rolls, with each school nominating an observer at committee meetings.

Mr Fred Dance, newly elected chairman of education, said this week: "I believe the education of children is a partnership between the local authority and the parents. It's time we involved them as members of the committee." The borough was

TES Crossword No 50

by Rufus

Down

- Wine outliner (4)
- She and tell again (7)
- Those who do not often sleep making jokes (4,5,5)
- German suit (6)
- Nothing disturbs because being over-weight (7)
- Latin is a composition (8)
- No prime consideration (12)
- In which all entrants won't come up to scratch (8)
- High-flow writing (12)
- One side of Glasgow (6)
- Play, but don't bother about the score (5)
- A positive sign (4)

Across

- Poignant aphorism being declared redundant (8)
- Turn to a trifle (4)
- Come out with one again and have a drink (5)
- Is patient under adversity (7)
- A driving examiner does try (3,2,4)
- Head branch (6)
- A sweet's round and in layers (6)
- It decides about union disputes (7,5)
- Anything but widespread agreement (7)
- A girl in distress sought by Lohengrin (6)
- Order of appointment (4)
- Nuts are found in them, and bulls (8)

Solution to puzzle No 49

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Oxbridge dons discuss plans to introduce fairer admissions policy

by Biddy Passmore

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Continued page 3



A picture that may not now be repeated in Britain schoolchildren and teachers meet the Pope in Rome last month. Bert Lodge reports on the preparations many schools have been making for the visit, page 8.

Parents group set to join borough committee

by Sarah Baylis

A Labour-controlled council is preparing to coopt a group of parent representatives with full voting rights on to its education committee. The move may be one of the first of its kind.

The Labour group on Newham borough council in East London made the commitment to parents in its manifesto for the local elections earlier this month. Having returned to power with a large majority, the group is now pledged to pursue the idea.

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Time for an Oxbridge Commission?

Few topics rouse so much indignation in the columns of The TES as the Oxbridge admissions procedures. From time to time a head will write about the difficulties encountered in getting outstanding pupils into the ancient universities. Pupils who have the ability to do outstandingly well in A levels fail to commend themselves to admissions tutors. There is a strong suspicion that entry is too dependent on specialist preparation which, almost by definition, the run-of-the-mill comprehensive school cannot provide. And as, again by definition, most pupils at any time are going to be in run-of-the-mill schools, it is clearly not satisfactory that entry to the universities with the highest concentration of scholarship and academic talent should be systematically skewed in favour of sixth-formers from a limited number of schools, a disproportionate number of them in the independent sector.

This surfaced recently in the episode reported by Dr Harry Judge in an article in The Times. He quoted Mr John Cooper, the director of education for Hounslow, who had told him: "I hope no youngsters in my area will go there" - meaning Oxford - "that would simply preserve a rotten system by sucking them in". Mr Cooper was simply expressing in extreme form, a sentiment quite widely held among those connected with the maintained schools - namely, that schools which set too much store on Oxbridge and the prestige which goes with it, are likely to be led astray and to neglect their responsibilities to many other students. In truth, it is a more serious problem for Oxbridge than for the rest of the educational system. Except, of course, that it embodies an

element of injustice which is - or ought to be - everybody's concern and particularly that of the politicians. This came up last week in Sir Peter Swinnerton-Dyer's address to the Boarding Schools Association (page 1). Sir Peter, one of a covey of academics active in the Social Democratic Party's education and training working party, seized on this question of Oxbridge admissions as the only serious point about the future of independent education as it might affect SDP education policy. He noted the way in which an "unsymmetrical" entry system had developed, with one group applying in the fourth term of the sixth form (mainly from the maintained schools) and another taking the entrance examination in the seventh term (mainly from independent schools). He noted also the ad hoc arrangements being made by a number of Oxford Colleges linked with particular comprehensive schools and areas - "schemes remarkably reminiscent of the tied scholarships which we were all denouncing a decade ago".

The fact is, however, that if you pull at this

thread, the whole tapestry is liable to unravel. Questions about Oxbridge admissions raise the whole complicated set of relationships between the colleges and the university. But it would be necessary also to consider the role of elite institutions within an elite system of higher education generally. In the post-Robbins expansion the myth that a degree is a degree is a degree has become more and more difficult to maintain. The idea has been fostered (by no one more than by Oxford and Cambridge) that some universities and departments are international centres of excellence, while others are humble institutions of a more domestic nature. The latest round of financial cuts has emphasized the idea of separate divisions within the university league, with a continuing competition for promotion and relegation. Is it now time to look seriously at the long-term implications of these developments, starting with the affairs of the oldest and grandest of the clubs in the first division and the influence they exert on other institutions?

Such an inquiry would soon raise questions of a much more fundamental kind which have remained unanswered since the time of Robbins. A Royal Commission on Oxford and Cambridge would only make sense if it were treated within a framework of reform which extended to the bridging of the binary divide and a review of sixth form curriculum and examinations. Which, of course, explains once again the seductive appeal of Royal Commissions as a means of wrapping up one contentious question in another, and committing them to a comfortable seven-year oblivion in the keeping of a distinguished committee.

Comment

Heading for integration

The Advisory Centre for Education and the Spastics Society got together to run a conference on "Working towards integration" (page 10). Not only was it packed to overflowing with heads and teachers keen to swap good practice and bad experience, but it could have been run a second time on the over-subscription list.

What was most remarkable about this was the leap in thinking which seems to have taken place even in the past few months. Integration tended to be an emotional word which you were either for or against; it was all too easy to resist change behind "we can't integrate because..." attitudes. Now the realization that integration is a continuing process is gaining ground fast, as experience builds, and teachers come to believe that they can do it, and would like to find out more about how to.

Much of the backbone of this dissemination process, and certainly of this particular conference, has been provided by Seanur Hegarty's NFER research about "integrating pupils into ordinary schools, commissioned by the DES in response to Section 10 (the second volume of case studies Integration in Action is out this week). There is also now the different spirit provided by the change in law in the Education Act following Warnock.

Short, quick and lucid

When Sir Keith Joseph summoned Lord Rothschild to do a hatchet job on the Social Science Research Council, he picked the wrong man (from his point of view) or, rather, the right man to produce a short, quick, lucid and convincing defence of the council, and of public support for social science.

In essence, what Lord Rothschild says is that very little - about £20m - is being spent in 1982-83 by the Social Science Research Council, having regard to the importance of the aspects of national life with which it is concerned.

Critics of the SSRC (while often sceptical about social science and social research) assume that support for these activities can easily be paid for by other agencies. This is not so, Lord Rothschild says, and anyway, if it could, there is a great deal to be said for channeling money through an independent public body. Since social science is often concerned with the same questions as social policy, independence means some protection against the political pressures epitomized by Sir Keith's own deep-rooted hostility to sociology and all its works. Lord Rothschild's more measured conclusion is that governments have not made such an unblemished success of things as to deserve immunity from criticism. Informed criticism in many areas depends on continued, independent research. Common sense is not enough.

Not, of course, that the SSRC is perfect or unable to benefit by studying the report's recommendations in detail. But the conclusion is clear: the council's money should be cut no more, and it should be allowed to get on with things, for a least three years, undisturbed by any further inquiry.

The report is likely to have important implications for postgraduate social science students, whom the SSRC will continue to support, if the Government follows Lord Rothschild's recommendations. The report echoes the widespread dissatisfaction with the length of time taken by many PhD students to complete their theses and wants many more American-style programmes with "a rigorous first year of taught courses followed by an examination and two further years devoted to a thesis in which competence is to be as important as originality".

Sir Keith Joseph now plans to discuss the report with the research stage army and make his own decisions. On this one, unlike Trenchard and the Schools Council, he is unlikely to be edged on by the DES to destroy the SSRC, and the odds must be on the acceptance of the report, even though it does mean suppressing some deep prejudices.



No need to legislate

Dr Matthew Ginsberg was well-meaning but misguided in his attempt to persuade Oxford University to legislate against child prodigies. It was quite unnecessary for the university to bring its guns to bear on the unfortunate Ruth Lawrence, or to follow up her admission by slamming the door on possible successors. "My main worry," Dr Ginsberg is quoted as saying, "is that, as a result of the publicity surrounding the Ruth Lawrence case, many parents will be encouraged to try to accelerate their children and cause harm to their natural development." Anyone who fears that Oxford is about to be swamped with 12-year-old geniuses should have more immediate things to worry about.

The question is not: Is it ideal for a 12-year-old to go to Oxford? Nor yet is it a matter of making a guess about the long-term staying power of a 12-year-old with exceptional pre-pubescent mathematical ability. It is simply a matter of what bureaucratic obstacles should be put in the way of that tiny fraction of the child population endowed with these quite exceptional gifts. To legislate for John Stuart Mill would be absurd. It should be a virtue of a college system that it can cope with individual cases on an individual basis.

No comment

"Plastic decimal tokens - picked 100 coins to a bag. 10p tokens - 65p per bag." - From Hestie Hope Supplies Catalogue 1982

Second Opinion What price the mess of pottage?

Within the next few weeks, Government will be considering new proposals for the funding of education. Rumour has it that the proposals will have something for everyone - back benchers interested in reducing the Opposition MPs hankering for central control, DES trying to recover lost ground, teachers unions eager to negotiate with central government, and education officers seeking protection for their budgets; even the Treasury. Falling rolls and financial constraints have tightened the screws on I.e.s.s through '70s. The reorganization of 1974 led to places to new local government systems decision-making. "Corporate Management" neutral term for a sensible process of working together - acquired a significance of its own to its simple meaning. Sensibly, the authorities also warn that any increase for teachers who the "new" approach helped authorities to cope with resource problems and the flood of industrial legislation. Misinterpreted and applied it weakened public and professional support for local government itself.

Central government's own reaction has been largely unhelpful. Successive governments of different colours have paid lip service to the idea of freeing local government from general drift has been towards centralization. In addition, both major parties responsible for the growing pressures for participation in involvement by promising legislation to strengthen parental rights and bolster freedom of choice. This has placed burdens on the over-burdened local administrators who have been asked by other arms of government to reduce manpower and administrative costs. Against this background it is not surprising that proposals from DES to "simplify" or even "protect" the financing of the education service should meet welcoming responses inside the service. But how much freedom of protection would really exist?

Local authorities might be free to set more and the pressures of "convergence" wards new targets might lead the more to raise spending levels. But "convergence" suggests movement both ways - down as well as up. Central government, having set targets and penalties for local government as a whole, would apply them - sooner or later - to an education block grant. To the extent that freedom remained in the system, disparities would remain, too, confusion about responsibilities, which could be our present arrangements, would not only continue but could be redoubled by the existence of two separate sets of grant arrangements.

It will be argued that the sole purpose of these changes is to ensure a level of spending on education which reflects the priorities and intentions of the Government of the day. This practice, a system on these lines would put the central government with the means of controlling the level and the form of education service. The debate is not about methods of financing; it is about the extent to which we want to build up the centre of the centre and the way in which we want to do it. We need to chart a new course, a consensus of the 1944 Act to the different needs and situations of the late twentieth century. We do not believe that the only or best course is the centralist one. We should be looking for systems but at aspirations and needs. What is to be done to improve the education provision according to the resources available? Can we identify more clearly the community's needs and the individual's entitlement?

I have argued for some years for a major education Act. We need to be clear about what we want and how far they must be expressed in legislation. We must have enough flexibility to leave local elected authorities to develop their provision to meet those needs in the way that suits the needs of the area. If we could find the time in the early 1940s to plan a new education system for after the war, we should be finding time for a similar exercise now. The push through a doubtful piece of legislation which transfers powers under the current financial arrangements.

Gordon Cunningham, Education Officer, Association of County Councils

Scales out of step with inflation, say teachers' leaders Pay claim goes to arbitration

Teachers' leaders and local education authority representatives met this week at the headquarters of ACAS, the advisory and conciliation service, to argue over this year's pay claim before a three-strong arbitration panel. The panel, whose decision is binding on both sides, is being chaired by Thomas Johnston, vice-chancellor of Heriot-Watt University. In their submission to the hearing, local authorities say that if the pay claim goes above the 4 per cent limit and the Government withhold money from individual authorities the effect could be "severe" for many of them. They add: "To put it at its simplest for every £1 of expenditure on staff, the authority itself will have to come from ratepayers." The authorities also warn that any increase for teachers who the "new" approach helped authorities to cope with resource problems and the flood of industrial legislation. Misinterpreted and applied it weakened public and professional support for local government itself.

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Oxford dons vote against motion on prodigies

Prodiges should not be barred from entering Oxford University because of their age, the dons decided at their first vote on the issue this week. At a poorly attended meeting of the university's "congregation" - its governing body - they voted by 29 votes to 13 against a motion urging the council to "bring forward legislation to prevent any person who is less than 16 years of age being admitted to matriculation without the permission of the dispensation committee".

The move to introduce a lower age limit arose from the case of Ruth Lawrence, the 10-year-old Yorkshire schoolgirl who won an open scholarship to St Hugh's College last year. But even if the change had gone through, it would not have affected Ruth herself, who is due to start studying this autumn, at the age of 12. Dons, led by Dr Matthew Ginsberg from Brasenose, feel that study at such an early age can harm the child's natural development. They will try to provoke a postal vote. On Tuesday evening, they were trying to collect the necessary 50 signatures. At the meeting the chief opponent of an age bar was Miss Rachel Trickett, principal of St Hugh's. She argued that admissions to Oxford were a college matter and that tutors and parents were far better placed to decide if a child should be admitted than the remote dispensation committee, which is a subcommittee of the university council. Cambridge University has already decided the issue. It does not admit students under the age of 18.

Oxbridge entrance policies debated

Forward a plan to move it to the "Easter" Term. It, too, failed, but there are still those who are about to make changes in the system. The absence of university-wide discussion, Oxford colleges have quietly been changing their own admissions policies. Ten Oxford colleges - Brasenose, Hertford, Oriel, St Hugh's, Somerville, St Antony's and Wadham - will this year be admitting some candidates on the basis of an extended interview and the minimum matriculation requirement of two Es at A level. This scheme, pioneered by St Antony's in the mid 1960s, is designed to attract candidates from areas who may not be able or unwilling to sit the special entrance examination.

One Cambridge college - has so far followed suit, but other colleges are said to be considering a similar procedure for very able candidates who cannot get into Oxbridge through the traditional teaching at school. The admissions picture at Oxford still takes more than 90 per cent of its entrants on the basis of the special exam and, of those who do not, only two-thirds of the men and one-third of the women are accepted on the basis of the examination. The majority sit it after the interview.

One can explain why Oxford did not press ahead with Sir Peter's system for after the war, we should be finding time for a similar exercise now. The push through a doubtful piece of legislation which transfers powers under the current financial arrangements.

MPs fail to make Inspector break silence on I.e.s.s

Miss Sheila Browne, the Senior Chief Inspector, resolutely refused this week to identify the four local education authorities to whom she wrote recently expressing concern about the effect of cuts on their schools. In the face of insistent questioning from the Commons Select Committee on Education on Wednesday, Miss Browne said she did not think she could divulge the authorities' names because she had gathered the information in confidence. As disclosed in The TES on March 30, one of the authorities is Gateshead, but the identities of the other three are still a mystery. Mr Patrick Cormack, a member of the committee, said there had been speculation that they might be among Surrey, Dudley, Lincolnshire and Hereford and Worcester.

The four were in a group singled out in this year's HMI report on the cuts as having already caused concern last year but having cut their provision further since. Miss Browne's stance was backed up by Sir Keith Joseph, who said the MPs' questions challenged the very independence of local education authorities. And he said that ending the confidential basis on which the information was gathered would make it very difficult to conduct the exercise. Miss Browne said if the damaging effect of the cuts on the less able identified in the HMI report, went uncorrected, it would have more important consequences than anything else in the report. It arose because people tended to cut what came to

Engineering Council chief named

Dr Kenneth Miller, managing director of APV Holdings, a process plant manufacturing firm from Crawley, Sussex, is to become director general of the Engineering Council - set up last November after the Finlayson report on engineering in an attempt to upgrade engineering education. Dr Miller, who is 55, takes up his post on July 1. He has been managing director of the APV company since 1974.



A school party watches a potter at work as part of The Living Arts of India Exhibition at the Serpentine Gallery in London until May 31. The exhibition then tours provincial cities. Review, page 27.

EEC row may hit training

A complete break in Britain's relationship with the EEC - in jeopardy this week after the unprecedented row over farm prices - would have a dramatic impact on the youth training schemes funded by the Department of Employment. At present about 25 per cent of the money spent on training young people for work comes from the EEC via the community's social fund. Last year the EEC provided £141m for training and employment measures, £39m of which went on schemes for young people. Of this, £59m was spent on the Youth Opportunities Programme managed by the Manpower Services Commission.

In 1980, the EEC set aside £47m for YOP schemes. "The EEC provides very significant help to training and employment schemes in this country," a DES spokesman said. Nor, as was widely forecast, did Britain pay out far more money to the EEC budget than it received in grants. The predicted deficit of £400m worked out to a shortfall of just £18m after wild fluctuations in world food prices. But little EEC money is spent on education. The budget for all the countries of the Community is just £5m. In Britain, most of this goes on six pilot projects designed to aid the transition from school to work.

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Platform

A bitter taste of the Polish Diet

Two weeks ago a group of distinguished educationists, including five chief education officers, signed a letter to THE TES urging Sir Keith Joseph to abandon 16-plus examinations proposals. Here A.D.C Peterson joins the debate and puts his case against external examinations at 16.

The time, abilities and energy of hundreds of our most experienced educators are presumably wasted something. Are they being wasted? For the past three years, they have been sucked into the increasingly abortive discussions of the common examination at 16-plus. For the preceding 20 years they were sucked into the finally aborted discussions of broadening the sixth form curriculum through new examinations at 18-plus. Those discussions finally petered out after the rejection of "General" and "Course" requirements (1962), Majors and Minors (1965), Principals and Electives (1967), O and F and N and F, with the decision of the Schools Council not to proceed even with a limited experiment, for which 50 schools and colleges had volunteered to operate a broader curriculum, leading to an examination already recognized by the universities, for a trial period of four years. It would have cost £80,000 spread over the four years, a fraction of what had already been spent on discussions in a foredoomed attempt to achieve consensus in advance and a fraction of what is now being spent in a foredoomed attempt to achieve consensus at 16-plus.

administration is exhibiting the same symptoms. No reform which is opposed by any important pressure group has a chance of implementation; and there are almost as many pressure groups involved in examinations at 16-plus as there were in those at 18-plus. But there is a way out. Why should we not, like the whole of the rest of the industrialized world, do without external examinations at 16-plus altogether? All except us rely at this stage on internal school assessments, combined sometimes with external tests in the mother tongue and mathematics. If they do not need a battery of external exams at 16-plus anywhere else in Europe, why do we? Let me try to deal with the most commonly used objections to a radical reform which would save a great deal of money (for spending on books and equipment) and restore to teaching and learning the last two terms of the fifth year, now largely devoted to "mock" examinations and then real examinations. It would also probably increase the staying on rate and save some thousands of teenagers from unemployment.

What, then, is the motivation in the first, second, third, fourth and sixth years of the secondary course? Why is it only at 16-plus and 18-plus that this questionably valuable external motivation is required? Continuous internal assessment up to 16 might not only be fairer but spread the motivation over a longer period. "Standards would fall drastically." Does anyone still seriously believe that our academic standards are so markedly superior to those of the Dutch, the French or the Germans? "Employers demand them." Employers will always make use of whatever assessment system the schools provide. In Europe where no external system comparable to O level and CSE exists, there is no demand for it from employers. What employers need from a 16-year-old school leaver is a character reference and an assurance that he or she is literate and numerate. Since most such leavers are seeking local jobs, employers will usually get the first on the telephone from the school and could get the second from test scores in English and mathematics. People who get 10 O levels should not be seeking jobs at 16.

Some subjects, it is an argument for broadening the 18-plus examinations, not for retaining an external examination at 16-plus. If, then, such a rational European and radical reform were to command itself to the administrators, rather than a further 10 years of discussions, how would it be likely to fare with the pressure groups? It was the previously silent majority of teachers in the schools, quite as much as the universities, who killed off reform at 18-plus, when the Butler and Brailmont committees had at last reached agreement. "We are sick and tired of endless changes," they said, as they voted for the status quo. "Let us get on with our job of teaching sixth-formers." It was an illogical attitude since there had been no changes for 30 years, but an understandable one. Endless talk about changes is almost as time-consuming as change itself. The teachers, I think, might accept a decision if it was firmly and rapidly made. At least it would give them more time to get back to teaching. Of course, a number of teachers in the fifth year do relish the challenge of the external examinations, just as "good examiners" do, and even the comparative release they get from classroom teaching, while others finance their summer holiday by the drudgery of marking for an examina-

Richard Lynn, however, argues for an extension of 16-plus to cover the whole ability range Time to provide a school leaving certificate for all

The current uncertainty surrounding the introduction of the new 16-plus examination, planned to replace GCE O level and CSE, affords a useful opportunity for further consideration of the form the new exam should take. The reservations of the DES ministers are apparently centred on whether the new exam will be sufficiently demanding for the brighter adolescents. But by far the greater weakness of the proposed new exam lies not at the higher but at the lower end of the ability range. It is here that the proposed new 16-plus needs rethinking. The aim should be for every 16-year-old to acquire at least basic passes in reading and arithmetic in the new 16-plus. It is designed for the academically stronger, 60 per cent of adolescents. This leaves 40 per cent not catered for. So, once again, the educational-ists who are being left behind in the cold. It is now nearly 20 years since the Newsom committee considered the problems of this group of adolescents and recommended the introduction of a secondary school leaving certificate for all. The recommendation was surely right and the new 16-plus would provide the ideal opportunity for implementing it. What is needed is an extension of the grading scheme of the new 16-plus so that it caters for all adolescents. The aim should be for every 16-year-old to acquire at least basic passes in reading and arithmetic in the new 16-plus. Secondary schools would then be-

come more like universities where it is taken for granted that virtually all students will graduate. The new generation of secondary school graduates would of course differ in the grades of pass they obtain, just as do university students in the class of their degrees, but virtually all would graduate with some form of certificate of achievement. Let us be clear about the purpose of the examination. Its chief objective is to provide a goal and to generate motivation to achieve that goal. Exams are widely used as useful motivating instruments throughout the educational system. Even in universities, where students are typically well motivated by intellectual interests, exams are employed to generate additional motivation and students are generally required to sit them at the end of every academic year. The same is true for the more academically-able secondary school adolescents who are provided with O levels, A levels or CSE as goals to work for. It is only the less able adolescents who might be thought less motivated by love of knowledge for its own sake, and less able to acquire it without the structured framework provided by a formal curriculum, who have no public examination to work for. If examinations are good for the stronger two-thirds or so of the ability range, who are to take the new 16-plus, why not for the weaker third?

It is not as if all is well with the present educational provision for this weaker third of adolescents. There are widespread complaints about their low standards of literacy and numeracy which were documented in the Bullock and Cockfield reports. Attitude surveys of adolescents have shown extensive discontent with the education provided. Unacceptably large numbers are voting with their feet by truanting from school. All these problems would be helped by the extension of the new 16-plus to this group of academically weaker adolescents. Like everyone else, they need goals to strive for. Contrary to the apparently widespread belief among educationists that the weaker third or so of adolescents is not able to take a public examination, there are in fact no particular difficulties about extending the new 16-plus to cater for all adolescents with the exception of perhaps one or two per cent who are educationally subnormal. The simplest way of doing this would be to provide an additional minimum pass grade for the lower ability groups. As presently envisaged, the examination is to have seven pass grades. It would be quite feasible to add a further grade representing basic essential proficiency. In setting the level of this additional grade, useful guidance can be obtained from the American minimum competence testing movement which has become widely established over the last decade or so in the United States. It is now nearly 20 years since the Newsom committee recommended the introduction of a secondary school leaving certificate for all.

It seems likely that the American experience would be confirmed in Britain. With a minimum pass set at this level all adolescents would feel that a pass was within their reach and the desired motivating effects of the examination would be achieved. The essential premise of the new 16-plus should be that basic skills in

tion board. But these are a minority and the financial problem might be solved by payments for lateral assessment. For the examining board, it would present a real problem of extraction and probably an increase in the cost of 18-plus examinations, to the extent that these are subsidised from profits made at 16-plus. The universities should be associated with changes in 18-plus examinations on the general lines recommended by the Butler Committee, with the six subject pattern of the traditional Baccalaureate rather than the subjects plus "General Studies". In 1905, Dr Warre, the headmaster of Eton, contributing to a symposium in the Strand Magazine on "The Public School Boy today", wrote: "Then again the application of examinations as a sole end in view cannot be a good thing. The present age seems inclined, if I may so speak, to the examination examination examination. This and the growing habit of specializing early will, I fear, be found, as time goes on, to have done much mischief. Perhaps the old gentleman might be right. Alec Peterson was former director general of the International Baccalaureate

ILEA switches cleared lecturer

by Nick Wood A college lecturer who was wrongly accused of making "racist" remarks to students has been transferred to a desk job after 18 years of service, despite being cleared by an inquiry by the Inner London Education Authority, the results of which were disclosed this week. The affair, involving Mr Gordon Andrews, a senior lecturer in chemistry at Kingsway-Princeton College in London, which has about 6,000 students, half of whom are black, arose from interviews with two girl students, one white and one black, in March last year. The two girls complained of remarks which they said Mr Andrews made concerning students at the col-

lege. The matter was then reported to the further and higher education sub-committee in accordance with the staff code, and it was decided in March 1982 that no further inquiry or discussion or action was warranted. The girls who made the allegations against Mr Andrews were pupils at Woodberry Down School in North London. They reported his alleged remarks to their teachers, who subsequently wrote letters of complaint to Mr Maurice Crighton, the college principal. At about the same time, the students' union at the college were informed. According to a union spokesman, the students raided the principal's office one evening and found the letters. The spokesman said: "Then we had an occupation to get him out and he left. He tried to sue the union because we called him a racist in our college newspaper and asked

substantiate the allegations against Mr Andrews. "The matter was then reported to the further and higher education sub-committee in accordance with the staff code, and it was decided in March 1982 that no further inquiry or discussion or action was warranted. The girls who made the allegations against Mr Andrews were pupils at Woodberry Down School in North London. They reported his alleged remarks to their teachers, who subsequently wrote letters of complaint to Mr Maurice Crighton, the college principal. At about the same time, the students' union at the college were informed. According to a union spokesman, the students raided the principal's office one evening and found the letters. The spokesman said: "Then we had an occupation to get him out and he left. He tried to sue the union because we called him a racist in our college newspaper and asked

every student in the college to get him removed." At this point, according to sources at the college, tempers were running high. A black student ran amok with an iron bar and had to be disarmed and a staff meeting called by the principal turned into a "squabble". One lecturer said: "Staff were equally divided between those who said that since there were no charges he should be retained and others who pointed to the threat of disruption - the students had made it clear that if we retained Mr Andrews we could not teach in the autumn term." He added that Mr Andrews had been the victim of a witch-hunt but that his somewhat abrupt manner had made him unpopular with staff and students. Another source said that Mr Crighton had been placed in a difficult position because many of the staff would not take the normal course of rallying round a colleague

Boyson in pledge on prayers

by Biddy Passmore Complaints that schools were breaking the 1944 Education Act by not providing a daily act of worship would be followed up, Dr Rhodes Boyson, minister for schools, told MPs this week. Speaking at Question Time in the House of Commons, Dr Boyson said the Government had no plans for a survey of current practice but was always ready to receive representations. He emphasized, however, that the DES received only about six complaints a year on this subject. He was responding to a question from Mr Ivor Stanbrook, the Tory MP for Orpington, who complained that "the spily named" Charles Darwin School at Biggin Hill had never in its 10 year history provided a corporate act of worship at morning assembly. Mr Stanbrook also claimed the school's headmaster did not believe hymns and prayers were "any longer of relevance". Five years ago, a survey of more than 1,000 secondary schools by the Assistant Masters and Mistresses Association found that only 21 per cent started the day with morning prayers. On teacher training, Mr William Shelton, junior education minister, disclosed that the Government had no plans for a general shortening of courses. Ministers were still considering the proposal from the Advisory Committee on the Supply and Education of Teachers (ACSET) that the special one-year training courses in business studies and craft, design and technology, should continue beyond 1983-84, the last year currently planned. In its submission to the Government, ACSET also proposed that concentrated two-year courses to attract mature students should be developed to ensure adequate long-term teacher supply in shortage subjects. Sir Keith Joseph, the Education Secretary, told MPs on Tuesday that he doubted the wisdom of increasing educational opportunities outside the classroom for children over 14. He was answering a suggestion from Mr Alan Haselhurst, Conservative MP for Saffron Walden, that truancy might be reduced if pupils over 14 could pursue more courses and development "not necessarily found in the classroom".

Riots in Toxteth 'no surprise'

by Richard Garner Teachers' leaders said yesterday that it was "small wonder" that youngsters in Toxteth had rioted, given the problems of urban deprivation highlighted in last week's IBM survey of the district's schools. Mr Alf Budd, president of the National Union of Teachers, was addressing a conference of some 250 teachers, councillors, police, community workers, probation officers, health visitors and church leaders held at the union's headquarters yesterday. "Education by itself cannot solve the problems of the young growing up in areas which are in decline and where the prospect of joblessness is, at the moment, a near certainty for many of them", he said. He called for a coordinated approach by all those responsible for providing services in inner city areas - and more resources to enable teachers to see young people growing up in an environment in which they can see hope for the future and not only despair.



The lack of hope of a job, which is the demoralizing factor of all", he said. "Whatever else comes out of this conference, I hope we are all united in finding ways of creating more jobs and training for school leavers." Mr Budd went on to give a warning to local education authorities who had been employing new teachers on short-term contracts were increasing unemployment in schools, and added: "The development further reduces the effectiveness and confidence of staff."

Gas leak drives boys out of school

A toxic gas produced by a widely-used heat-insulating material, has driven nearly 600 Essex schoolboys from their classrooms. For four weeks now they have been bused to four nearby schools while the authorities try to find out what has gone wrong. This week Dr David Barrett, an independent expert, was investigating St Thomas More boys' school in West-cliff-on-Sea, checking on levels of urea formaldehyde foam which has been pumped into the cavity walls of the school to cut energy costs. The gas is blamed for an epidemic of sore throats, streaming eyes and vomiting among boys and staff. Mr John Saunders, Southend's assistant area education officer, said Dr Barrett's report was expected to give the school the all-clear. But parents want the cavity foam removed at once. UV foam, which has been injected into 80 schools in Essex, has been banned in the United States and Canada. Minor problems have been reported at two other Essex schools and the authority has stopped its further use.

Tech boost

Technology - one of the main new areas on which Britain's industrial future depends - is to be given a boost in the universities. The Universities Grant Committee has given an extra £800,000 a year to the technology in certain units. Sir Keith Joseph, the Education Secretary, announced last week.

Sex education innocent of corruption charge

Sex education does not encourage promiscuity or experimentation and the cause of teenage pregnancy, it is not the "corrupting" effects of particular textbooks. Sex education was less successful in preventing unwanted pregnancies. The main reason for the current high level of teenage pregnancies was the mixture of increased sexual activity with lingering puritan attitudes. Sex educators should aim to encourage teenagers to defer sexual activity until they are more mature and can form deeper relationships.

Packing likely on FE places for jobless

London councillors were expected this week to approve the implementation of 1,000 extra places in further education colleges for jobless young people. The £280,000 package considered by the Inner London Education Authority's further and higher education sub-committee will be largely met from savings in next year's polytechnic and schools budgets.

Special study

by Diane Spencer A large scale five-year programme to study and improve education for pupils with special needs has been set up by the Oxford Educational Research Group with the help of the Rayne Foundation. Dr Harry Judge, convener of the group and director of the department of educational studies, said the programme would have two goals. One was to improve teacher training for special educational needs, the other would be to investigate management strategies and tactics in schools to see how they coped with the new special education act. Two research officers are to be appointed from October, and another two in 1983. The Rayne Foundation is awarding an initial grant of £200,000 to help the work over the first three years. The study will take place mainly in Oxfordshire, but the group hopes to establish strong links with another university and working links with the United States. The DEIG founded in 1974, and chaired by Professor A. H. Halsey, is currently doing research into modern language teaching, the impact of science and technology on schools, maths teaching and the support of more able pupils in comprehensive schools.

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Primary and Pre-school



French lessons: teachers on the Whitelands course

Improving the French connexion

by Julia Hagedorn

Wine with lunch emphasizes the Gallic flavour of a total immersion in-service French language course being conducted at the Roehampton Institute of Higher Education in Surrey.

For three days a week, from 10am until 4pm, including lunch and tea breaks, 12 Surrey middle school teachers communicate exclusively in the French language. Their classes - which include grammar, films and film criticism, contemporary issues and imaginary incidents - are conducted totally in French and the teachers must converse with each other in French.

The five-week course was devised by Whitelands College at the institute in consultation with the Surrey Inspectorate. The local authority pays the teachers' fares and 180 days of supply cover in their schools. The institute pays the tuition fees as part

of its in-service work for teachers.

Surrey has had a policy of teaching French in primary schools since the late 1960s, but found itself in difficulties after recent cutbacks in staffing.

Mr Roger Bailless, modern languages inspector, decided to tackle the areas where the need was greatest. He asked for volunteers from teachers of eight to twelve-year-olds who were taking classes in French but had only O level qualifications. Twelve were chosen from 36 applicants.

The course was specifically designed by its tutor, Mr Ralph Gaskell, with the help of three French assistants, to boost the teachers' confidence and remind them of vocabulary long since forgotten.

They all agree that the total immersion technique has given them new confidence in speaking French

in the classroom.

Mr Bailless is to evaluate the course and hopes to finance more courses to help some of the teachers from the 154 middle schools who did not get a place on this one.

Meanwhile, a school in Blethingly, Surrey, has found an ingenious solution to its lack of French specialists.

The local adult institute provides a French teacher free of charge to 20 third-year children one afternoon a week at St Catherine's first and middle school provided adults can join the children in the classroom.

Eight adults are working alongside the 10-year-olds. After some initial excitement, the class has settled down extremely well, according to Mr John Plekin, a teacher at the school.

Boarding Schools Association conference

Boys still shun the arts in spare time

Schoolboys still cling to their Philistine heritage, according to a new survey of leisure interests and activities at a leading public school.

Sports - either team or individual - remain the favoured pursuits of pupils at Rugby School. Mr Brian Rees, the headmaster told the annual conference of the Boarding Schools Association last week.

Mr Rees confessed to being alarmed by the boys' evident lack of interest in the arts.

"We cannot be too complacent about our transmission of cultural values. Very few of my guinea pigs mentioned art, drama or music... All the boys came from a house with a strong tradition of house plays, yet none mentioned drama as a possible leisure for the future. Music and art figured not at all.

"The standards of our music are much higher, but I think the gap between the musical and unmusical remains virtually as wide as ever. I believe we could and should be doing more to inculcate musical

appreciation, the basic knowledge necessary to tour an art gallery and the principles of architecture and a relationship to history.

The amount of time devoted to leisure declined as public examinations loomed. First formers hunted in an average 30 hours a week but by the O level year this had fallen to 10 hours.

Some 60 Rugbeians of all ages and abilities took part in the survey which threw up some bizarre definitions of what boys mean by leisure.

One hyperactive member of a lower sixth described it as "time spent enjoying squash, badminton, rugby, cycling, tennis, athletics and physical sport" - all crammed in four hours a week.

A second former had a punishing answer - "no sitting mentally or physically". Even after a game of cricket, he said, Rees favoured "being busy doing nothing but doing something".

Education chief recommends boarding for all pupils

Mr Andrew Fairbairn, director of education for Leicestershire, said the fall in school rolls - expected to drop from 9 million to 6½ million by 1991 - offered a "wonderful opportunity" to expand state boarding by adapting surplus premises.

"Withdrawal into a residential situation should be free, actively encouraged and thought through by staffs as an integral part of the educational experience of every young person during his school career, particularly of the adolescent," Mr Fairbairn told the conference.

"If this approach was adopted, gradually a threshold of understanding of how to live together and of raised academic standards would begin to emerge quite markedly in this country."

Mr Fairbairn said that every large comprehensive school should have a boarding house where children would pursue a " kaleidoscope of activities

- from concentrated study to and adventure training. Large boarding, subsidized by the state, should be available for about 50 per cent of youngsters.

He said it was wrong to board school to the rich and academically gifted.

His enthusiasm was based on experience in Leicestershire where the authority has four houses - "a pathetically small one" - and a camp at Blaby Hall in Charnwood Forest.

"Youngsters from pretty backgrounds in the City of Leicester march the seven of eight miles to their ration for a week at a total cost of around £5."

"We provide safari beds and cold water. They do their own cooking, make their own some cases for the first time (lives), lay tables, wash up and out other duty rosters."

Children's books criticized for sexism

The policies of publishing houses in producing books for children were criticized at a conference on sexism in children's literature, held in Sheffield this week.

The conference was held by the Sheffield Women and Education Group to coincide with the publication of its four non-sexist and non-racist supplementary readers. Moira Montalti, author of one of the books, told how the readers had come to be funded by the Equal Opportunities Commission, after the publishers Macmillan had "interfered with their content" and finally offered "an insulting contract".

She said that Macmillan had originally asked the group to vet its Gay Way reading scheme for sexism. The group's criticism was accepted but suggestions were never implemented. Macmillan asked it to write four

more supplementary readers for the scheme.

The group set out to redress the balance in the male/female ratio in Gay Way. It also wrote a new version of *Jack the Giant Killer* with a female giant.

Teachers who were sent texts for tasting were hostile toward them. The group made changes but Macmillan offered a contract which did not include royalties or credit and paid only £150 per reader. So the group tore up the contract and applied to the EOC. Two years later, the stories have finally appeared.

"Funding must exist," Moira Montalti concluded, "so that groups such as this one are not hampered by the demands made by publishers."

"Another publisher, Longman, came under fire for its Breakthrough to Literacy scheme - one of the most

popular with more than 50 per cent of infant schools using it.

Celia Burgess, a Hockney teacher in a taped presentation, explained how she had used Breakthrough for eight years until she started looking in detail at 64 supplementary readers. She found the illustrations were sexist even when the text did not demand it.

Analysis had shown 34 boys as central characters, but only 18 girls. Women were always depicted in the household role (and almost always wearing an apron) whenever "Mum" was mentioned. Sixty women were illustrated shopping but only nine men; not one picture showed a woman relaxing, and girls were often excluded from scenes of physical activity.

Sexism, she said, was deeply and subtly pervasive in the readers. She criticized a story entitled *The Buntonhole* by Pamela Schaub which showed a girl so lost in a fantasy world of princesses that she could not get dressed.

Rosemary Stones, reviewer for *Spare Rib* and co-editor of the *Children's Book Bulletin*, also criticized Longman. Editors had tried to draw up anti-sexist guidelines but there had been a "massive stink" and the management had dropped the guidelines.

Not one publishing house, she said, had a firm policy of vetting books for sexism.

A spokesman for Longman said that the company had taken greater care to avoid sexism in later books in the series - which included an story about a single-parent father. "It shows dad doing all the things that mum had done in the earlier series," he said.

He explained that the earlier books were based on children's writings and added: "Children at that time, obviously tended to see their mums in this type of role." At the time of going to press Macmillan had not commented.

Training plea for 16-19s

The Government should develop a coordinated system of education and training for 16 to 19-year-olds, the Commission for Racial Equality argues in a pamphlet this week.

School-leavers are faced with a "bewildering and uncoordinated plethora of options", it says, with the majority of the age group receiving no post-school education or training at all.

Clear routes should be established from school to further education via link courses, from Youth Opportunity Programmes to further education, from day release to FE and from FE to higher education.

The pamphlet, *Further Education in a Multi-Racial Society*, says that local authorities should:

- publish a policy statement encouraging multi-cultural education in schools and colleges and appointing senior full-time officers to develop and implement this policy;
- appoint local language officers and outreach employment officers to work with colleges and student performance by keeping up-to-date and monitoring educational developments;
- attempt to recruit staff from ethnic minorities;
- improve in-service training in multi-cultural education and teaching materials for racial harmony.

Further Education in a Multi-Racial Society, A Policy Report by Elliott House, 10/12, Allington Way, London, SW1E 5EH.

Protest on Schools Council

Leaders of the National Union of Teachers are seeking an urgent meeting with Sir Keith Joseph, the Education Secretary, to ask him to abandon his plans to abolish the Schools Council.

The union's executive voted at the weekend to deplore what it termed as "the disastrous consequence" of Sir Keith's plans to replace the Schools Council with two separate bodies to monitor examinations and the curriculum.

Meanwhile, the union is planning to set up meetings with local education authorities and school governing bodies to rally support for its efforts

to save the Schools Council. Last weekend's executive deplored any discussion on the two proposals unless agreed at the annual conference on the abolition of corporal punishment and campaigning for unilateral disarmament.

However, the union's Berkshire Dagenham association, which sought support for teachers attending a protest demonstration against the visit of President Reagan's visit to Britain last month, has been told no union support should be spent in attending the demonstration.

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Will *Welcome John Paul* be slotted on the turntable in thousands of homes that bought this record made by the 8 to 11-year-olds of St Winifred's Roman Catholic school, Stockport?

What use for the 18-ft scale model of Baginbun airport adapted with podium, altar and crowd corral for the papal visit to Coventry on Whit Sunday made by the pupils of nearby St Thomas More's junior school? Will the welcoming banner worked by the girls of Our Lady of the Good Counsel school and intended for the entrance to Heaton Park, Manchester on Whit Monday, be hung anywhere now?

Hours of skilful application, these. But sheer scale of planning and execution and, therefore, great risk of subsequent disappointment, must attend the pageant of Roman Catholic history in England due to unfold at Coventry from 7.30 that morning.

A whole year of creating, organizing, directing, rehearsing... 12 departmental heads of drama, a choir of 1,100, an orchestra 85-strong, 1500 performers, no fewer than 36 schools involved.

These are among the more historic responses to the announcement of the first visit to this country by a Pope.

But every Roman Catholic school in England, Scotland and Wales has responded somehow. In many it has been not much more than contribut-

Bert Lodge on the welcome children have been preparing for the Pope Labour of love for papal visit

ing something towards the £6m the visit would cost. Father Gerard Meath, Manchester press officer, said: "They've been doing anything and everything. I heard of one junior school where they went in for such things as running round the playground for a copper or two. They raised over £600."

Sister Mary Peter, head of Heathfield House RC girls' high school, Cardiff, where the Pope was expected on June 2, said: "We've had a display in the foyer and of course, the significance of the visit has figured prominently in RE lessons. Some of our sixth formers were to be stewards, some were in the choir and others had volunteered to help with souvenirs in the marquees."

Among those who stand to be disappointed in the London region are a number of children among the 200 handicapped who were due to meet the Pope on his arrival at Wembley. This was arranged by the Handicapped Children's Pilgrimage Trust which took 1,600 to Lourdes by special train at Easter.

Sister Aquinas, head of St Winifred's, was quite matter-of-fact about the record they had made.

With two golden discs and two silvers for earlier chart-climbers she could afford to be. Her 80-strong choir is, for this record, under contract to EMI.

"The school made *Matchstalk Men* in 1978 followed by *Grandma*. That sold 750,000 and is still selling. Literally pop. But the welcome to the Pope is quite a dignified song. It's our tribute to the Holy Father. We are waiving all claim to royalties on this and giving them to the charitable trust set up by the bishops to help pay the cost of the visit."

The success of St Winifred's has encouraged amateurs here and there to have a go. "We didn't have to satisfy anybody we were commercially worthwhile," said Mr John Crogan, head of SS Peter and Paul School, Yeaford, near Leeds, speaking of his choir's first records, *Welcome and We Love You*.

"They just went to Manchester one day and recorded it. I keep them in a pile here at school and sell them as asked."

Homely. A world away from EMI marketing. But Mr Crogan did concede that swinging a little publicity towards his music teacher, Sister

Maria Cornuck, was on the advice of a parent who knew a bit about the commercial music world. "She does after all sing the solo and play the guitar. I'd reckoned having a nun on the record sleeve..."

At St Thomas More's, Coventry, the pupils chose to express their welcome in another medium - cardboard, matches, plywood, glue, nails, for the model airport. Mr Frank Haverly, the head, was ruefully philosophical about the possibility of cancellation. "I personally put a lot of work into it to get it to scale at least horizontally; not vertically, that would have been too difficult. The whole school has been involved."

"But educationally I'd like to think that all the work put in will have been of some value. And the children have seen the model put to practical use. The police have put it on video to help them work out their duties and we have had teams of stewards and para-medics up here studying it."

No such practical compensations for those involved in the pageant of Hollywood proportions under its Cecil B. de Mille, Mr Harry Mellon, head of Cardinal Newman RC com-

prehensive, Coventry.

The plan was to show 12 episodes from St Augustine coming to Canterbury, right through English history culminating in the pope's visit - "the multi-coloured world of the twentieth and twenty first centuries".

Altogether 2,000 children, from Runcorn to Banbury and from Verhampton to Derby were to take part. About 1,000 pupils from 15 schools were to present the episode with another nine schools collaborating to the linking scenes.

"We were going to use music specially written", Mr Mellon said. "Some of the pageant was to be televised live across Europe on the day morning. The head of drama here at Cardinal Newman was a dramatic director assisted by 11 other heads of other schools."

"One nice thing we had at Church of England school who also took part, although one of the episodes portrays the Man for all seasons conflict after which Christmas proceeded to tear themselves apart for the next 300 years."

The estimated cost of the Coventry occasion is £600,000, but Mr Mellon reckons the pageant would have cost no more than £2,000, but this cannot be calculated in the cost of 18 hard months of preparing, rehearsing and organizing by teachers, and the excited anticipation of 2,000 youngsters.

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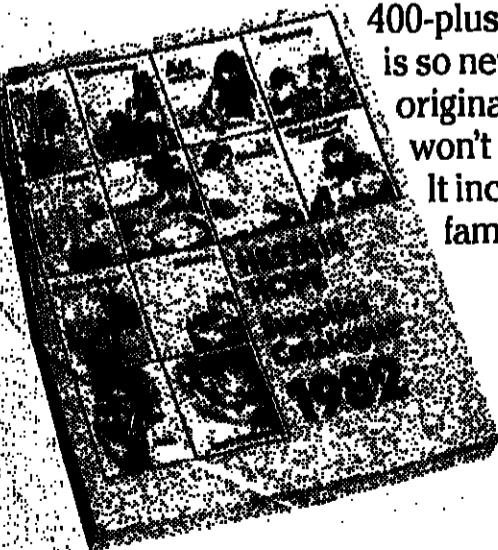
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Keep SSRC and leave it alone, Lord Rothschild recommends

by Biddy Passmore

The Social Science Research Council should not be wound up and should suffer no further cuts in its grant or reviews of its work for the next three years, Lord Rothschild has told the Government.

In his report on the council's future, published on Wednesday, the former head of the Think Tank concludes that the SSRC's dismemberment or liquidation "would have damaging consequences for the whole country and ones from which it would take a long time to recover". Even if it were to be abolished, a similar body would spring up to take its place, he says.

Lord Rothschild criticizes the "disturbingly low" proportion - 5 per cent - of all research councils' expenditure accounted for by the SSRC in view of the wide range of current social problems. He also attacks the reductions in its budget which have occurred under successive governments, amounting to 24 per cent in real terms over the past five years. The council has difficulty planning ahead with this "sword of Damocles" hanging over it, he remarks.

He therefore recommends that its budget should not be reduced below its 1982-83 level of £20.9m for a minimum period of three years,

"irrespective of what happens, through sheer necessity, to the other research councils". There should also be no further external inquiries for a minimum period of three years from June, he says, because these are having a "disrupting effect".

When Sir Keith Joseph, the Education Secretary, asked Lord Rothschild to conduct a review of the SSRC last December, he asked him to examine how much of the council's work might be paid for by the ultimate customer rather than the Exchequer - a principle supported by Lord Rothschild in his 1971 report on the other research councils.

But Lord Rothschild says that most of the research sponsored by the SSRC - which is long-term and general in its nature - could not be carried out on that basis. Yet there is no doubt of the need for an independent body to fund research, whether "pure" or "applied" for which no obvious "customer" exists, he argues.

On postgraduate training, Lord Rothschild notes the slow completion rates for work in the social sciences but says these might be taken as proof of the essentially contested nature of many of the subjects and the intellectual scope and breadth of learning required to make a serious

contribution. He suggests that the council should encourage departments to initiate American-style PhD programmes, with a rigorous first year of taught courses followed by an examination and two further years devoted to a thesis in which competence should be as important as originality.

The SSRC should make awards linked to this kind of programme and devise a system of sanctions involving the withdrawal of grants if too many students failed to complete their course.

Lord Rothschild criticizes the council for failing to put its work across to "the man in the street", describing its efforts in this respect as "primitive and unprofessional". It should make a sustained effort to eliminate unnecessary jargon from the work it supports, he says, and the SSRC head office should buy four copies of Sir Ernest Gowers' *Plain Words*.

He also recommends that the council's 70 committees should be reduced in number. *An Enquiry into the Social Science Research Council*, Cmnd 8534 HMSO price £6.50.



Celebrations began at Winchester College this week to mark the anniversary. Though younger than the earliest public schools, it has profound influence on their later development.

Thirty staff may be disciplined by union

by Richard Garner

Thirty teachers from a London comprehensive whose headmaster is a top union official may face disciplinary charges which could lead to suspension from the National Union of Teachers.

They were among 42 staff who went on unofficial strike for a day at William Penn comprehensive school in South London in protest at the possibility of their 12 colleagues being compulsorily transferred to another school because of falling rolls.

Now their colleagues are campaigning within their union for a half-day strike throughout the whole of Inner London schools in support of teachers facing compulsory transfer.

Falling rolls have meant the redeployment of eight teachers from William Penn school, whose headmaster, Mr Bob Richardson, is general secretary of the Inner London Teachers Association of the NUT and chairman of the NUT's action committee. "The school staff association, which covers all teachers' organizations,

staged a one-day strike when 12 colleagues, from whom the eight are to be chosen, faced interviews. As a result, the school was shut for the day, although the staff association allowed them to be interviewed.

NUT members had tried to get the support of the ILTA for their action but failed, although they claimed it was ILTA policy to oppose compulsory transfer.

Mr Richardson said that at present it was not the policy of the ILTA to oppose all job losses. In addition, the union had an agreement with the Inner London Education Authority which would allow any teacher facing compulsory transfer to stay at his or her present school for an extra year if no satisfactory offer of an alternative job had been made by July 15.

Under a timetable agreed between the union and the ILTA, all vacant scale one posts in Inner London schools will be advertised in a special issue of *Contact*, the ILTA magazine, early next month. Previously, this had not been the case. Since the one-day strike, the

school's NUT representatives have been told to supply the names of 30 NUT members who took part in the strike to Mr Fred Jarvis, the general secretary of the NUT - an implication they have so far not completely accepted. They were also warned that if they strike that no NUT membership would be taken part in it as the action was against union rules.

The ILTA said that 42 teachers at the school had taken part in the strike, which had led to the school being closed for the day. It added that normal disciplinary procedures would be taken which meant that teachers will automatically lose a day's pay and may be sent a warning letter.

Members of the Southwark Education of the NUT, though, are pressing their union to back a half-day strike in protest against compulsory transfers on July 1.

If disciplinary measures are taken against the 30 NUT members, it will be the fourth time they have been invoked against London teachers in the past 18 months.

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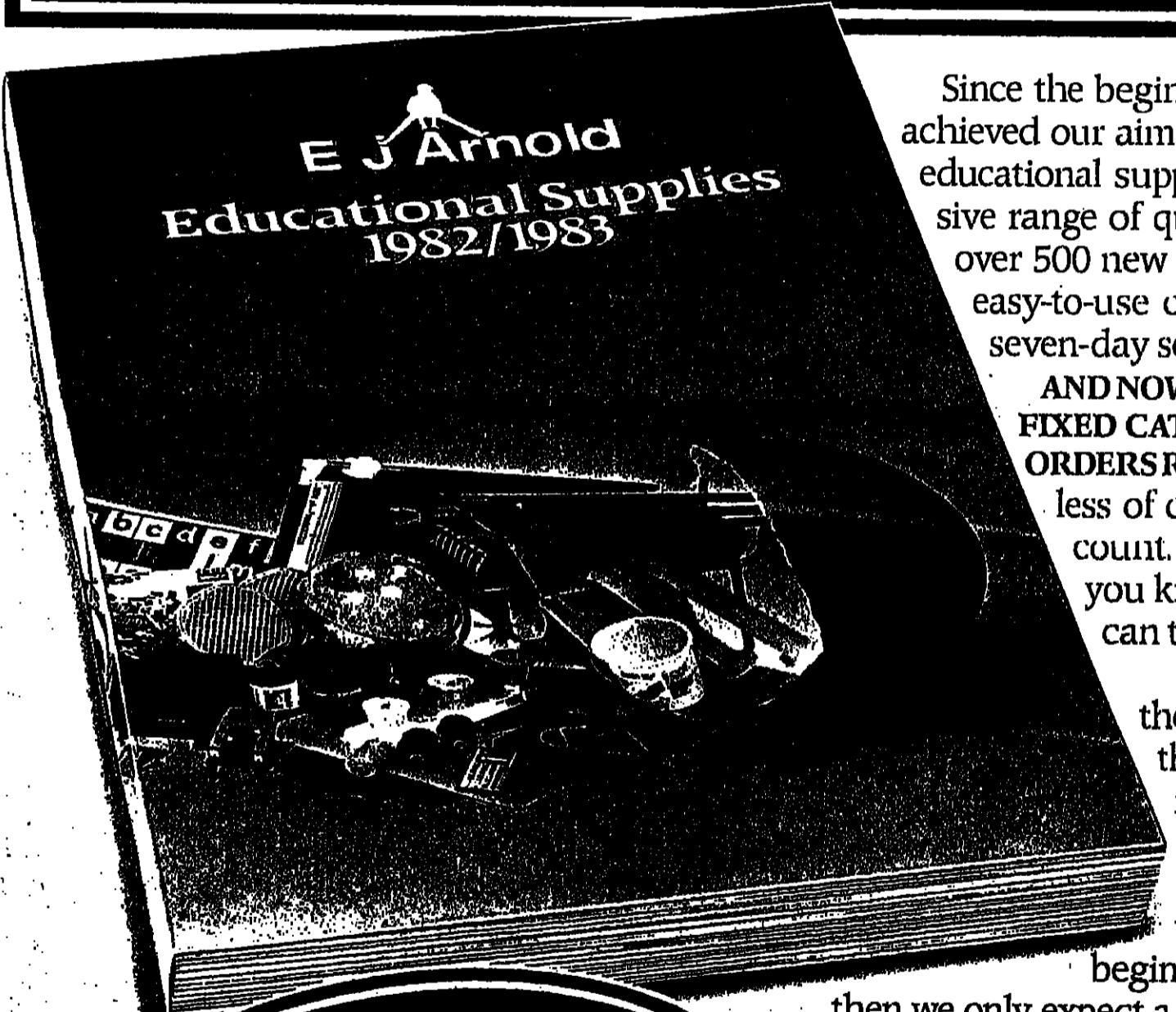
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E J Arnold SETTING NEW STANDARDS

A new tech approach to putting students on the right course

by Bert Lodge

A level students wondering where to turn after failing to get into university will soon have nationwide computerized help.

A new Educational Counselling and Credit Transfer Information Service (ECCTIS) is soon to be launched as a pilot study in south-west England with "substantial" financial backing from the DES.

The scheme will also help students keen to get into higher education but whose qualifications are not the conventional A levels.

It will tell them which institutions have agreed to accept alternative qualifications. Similarly students who wish to, or have to, interrupt higher education courses at one institution can find out which other universities or colleges will allow them to continue without obliging them to repeat the whole course. Colleges and employers will also be able to discover the relative value of differing qualifications.

Last week's announcement from the DES follows a feasibility study into the transferability of educational qualifications conducted in 1978 by Mr Peter Toyne, then a lecturer in geography at Exeter University and now principal of Bishop Otter college, Chichester.

He reported the following year that a national credit transfer information service was feasible and could expect initially about 18,000 inquiries a year from institutions. When fully operating including student inquiries it would cost about £28,000 a year but could ultimately become self-financing.

The first move by the DES is to invite tenders for the design of a national system to provide computerized information.

Mr William Waldegrave, minister for further and higher education, said last week that tenders would be welcomed from both commercial information technology companies and educational institutions.

The next stage will be to test and develop the chosen system through a pilot scheme in the area covered by the south-western regional advisory councils.

The collection of information will take place early next year with the unit open for inquiries from September, 1983.

A DES spokesman stressed last week that they were not establishing a system of credit transfer. "That must remain with the institutions themselves. But when approached with applications from students holding qualifications a bit different from the usual the admissions people will be able to find out from ECCTIS whether these qualifications are generally regarded as acceptable by other institutions."

Following the Toyne report, a canvass of 614 likely institutions showed that from 433 replies 328 would want to use the service and of those 264 would be willing to pay for it.

A later survey covering students and their advisers showed that out of 220 advisory services, 172 estimated they would make some 50,000 enquiries a year. About 90 per cent of these were expected to be from local authorities on behalf of further education students.

The need for credit transfer began to be appreciated during the 1970s as concern grew about the high wastage rates in higher education, estimated in 1977 at 15 per cent of first year university students, about 30 per cent for polytechnics.

L.e.a.s break law on handicapped

by Richard Garner

One in 10 local education authorities who replied to a survey on provision for handicapped children are breaking the law, the National Union of Teachers said this week.

These authorities are not guaranteeing places at schools or colleges for every handicapped person who wanted to continue education beyond the age of 16.

Half of the 104 educational authorities in England and Wales responded to the NUT survey.

The survey also revealed that fewer than one authority in 10 provides any residential accommodation for handicapped students attending special courses in its area.

At the same time, one authority in six provides no financial support to help handicapped young people confined to hospital, home or hostel take correspondence courses. Such courses are often their only route to higher education.

The NUT survey followed union fears that some L.e.a.s were breaking the law by not providing full-time education in schools or colleges to all teenagers who wanted it.

Its survey also revealed that only one authority in 10 unconditionally ensures access to education in school sixth forms and sixth form colleges for pupils in special schools without sixth forms.

In addition, only one authority in 10 produces special written material to attract handicapped students into further education.

Mr Bert Meakin, chairman of the NUT advisory committee on special education, said: "I urge the government to issue a circular to local authorities reminding them of their statutory responsibilities towards handicapped young people."

Warning to eclipse watchers

by Sarah Bayliss

A warning to teachers who might encourage their pupils to watch the sun's eclipse of the sun was delivered at the first annual meeting of the Association for Astronomy Education.

Mr Len Marsh, of the Hatfield Polytechnic Observatory, described how at least three education authorities — Hertfordshire, Brent and Kent — had been sued successfully by parents who claimed their children's eyes had been damaged while watching an eclipse.

He told the meeting at Greenwich, London: "I am concerned about the considerable ignorance of some teachers who are interested in celestial phenomena and who have the very best intentions but who can run into terrible trouble."

A case brought against Hertfordshire by a parent in April 1976 had only recently been resolved. It had arisen when other children had looked at the sun through smoked glass, prepared by teachers.

The parents of one boy claimed he suffered permanent damage to the retina — which is part of the retina — because the smoked glass failed to give full protection.

"Smoked glass was only safe if the film was unbroken, said Mr Marsh. "A child's thumb or finger can scratch away the film so easily."

He also warned that conventional telescopes were "totally useless" for protecting the eyes when looking directly at an eclipse of the sun. Welding goggles were no use if they only protected against ultra violet light rather than infra red.

A method using a pinhole in a sheet of card was also fallible because children tended to "look round the edge".



Pupils would watch the next eclipse by aligning a telescope with the sun and projecting an image on to a screen

Photographic film could be used as a screen only if it had been chosen and prepared by someone with knowledge of the subject.

Mr Marsh is currently preparing guidelines on the subject which the association would be publishing soon.

Mr John Heathcote, a teacher from Simon Balle School in Hertford which has an astronomy club, later told The TES that his pupils would watch the next eclipse by aligning a telescope with the sun and projecting an image of it on to a screen. The alignment must be done without looking through the telescope.

The next eclipses are on July 20 and December 15.

Astronomy clubs are looking up . . .

The best way to get astronomy into the school curriculum is to start a club, according to Mr Colin Goodman, an astronomy deputy head.

Mr Goodman, deputy head of Hastings High school in Hastings, Leicestershire, said he began a school club 15 years ago with no knowledge of astronomy but with enthusiasm among pupils. He now has 16 pupils taking O level astronomy.

"Astronomy is far more important than a vast amount of background knowledge," he said.

His club has adopted a rigorous, hardworking routine. It meets every Friday evening and had a lecture for junior pupils and one for senior pupils every week. On a fine night they would stay on beyond 9pm observing the sky.

He advised schools which were just starting a club or course to take up meteor watching as a first project. The Junior Astronomical Society had a section covering this and welcomed regular reports from schools. "You don't have to have expensive equipment and all children can take part," said Mr Goodman.

Schoolgirl mothers not receiving home tuition

by Julia Hagedorn

Only one in four schoolgirl mothers receives home tuition after leaving to have her baby, according to Kathleen Cox, an educational psychologist.

Ms Cox told a conference on "Parenting in the 1980s" in London last week that loss of education was one of the most serious consequences of an accidental pregnancy.

And she referred to a recent study in Sheffield which revealed that the city had no agreed procedure for dealing with schoolgirl mothers — largely because it was still a comparatively rare problem (the city's average is one girl per school per year).

"A range of flexible provision is necessary to cater for the physical, medical, social, emotional, residential and educational needs of the schoolgirl mother-to-be and her baby," she said.

One way of providing this support was through a special unit which the girls could attend whenever they needed to. But she said she would consider it a retrograde step automatically to send pregnant girls to such a unit.

She would invoke the Warnock report and the 1981 Education Act to ensure that pregnant girls were

educated in normal schools whenever possible.

Later she told The TES that a Sheffield primary adviser had refused to provide school space for a schoolgirl mothers' unit because it would be "an unsuitable influence", but accommodation had subsequently been found in a nursery school.

She was concerned, however, that the unit was now being used as an alternative to school. She had already seen two girls this term who wanted to stay on at school but were asked to leave.

Ms Cox expressed concern over the lack of sex education given in schools or, where it was given, to its total irrelevance to life.

She cited the example of a girl she had seen to discuss her exams. In front of the girl, who was visibly pregnant, her mother praised the school's family planning course and her daughter's "neat folder" in that subject.

The conference was held under the auspices of the National Children's Bureau which is hoping to provide a clearing house for the exchange of ideas and information on preparation and support for parents of young children.

Call to end locking up of children in council care

by Diane Spencer

Children in council care who have not broken any law are being locked up for long periods, the Children's Legal Centre said in a report published this week.

A survey of local authorities done by the centre revealed that in Salford a 10-year-old boy had been locked up for six months and a 12-year-old girl from Leicestershire, in care because of truancy, had been locked up for more than two years.

"We find the restriction of children's liberty without speedy judicial review contrary to the principles of natural justice, reflected in the European Convention of Human Rights," says the report.

The centre wants the Government to ensure that no child is locked up unless it is a danger to itself or the community. At present the law gives no guidance on who can be locked up. Decisions are taken by child care staff and social services departments alone.

Over the past 10 years the number of children confined in this way has trebled, says the report.

The number of single detention cells for solitary confinement has also increased although the Department of Health and Social Security has advised that they should be phased out.

The centre accuses the Government of ignoring research which it has sponsored. This showed that younger and less delinquent children were being locked up and that it might increase their chances of becoming delinquent or violent.

The report proposes that no child in council care should be locked up for more than 72 hours without the permission of a juvenile court. At present the decision to confine a child is not subject to any external review — only three-monthly reviews by the local authority.

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And impressed we were. Throughout the long, hot afternoon in the Connaught Rooms, gentlemen perspired and ladies glowed by rhetoric and courtesy never flagged.
After Carolyn had tackled today's youth - the best ever, she assured us, but woefully misrepresented by the media - brave Joan Clarke from St Peter's School, Bournemouth, confronted drug abuse.

More than 400 people gathered in the Connaught Rooms, London, last Saturday to hear the national final of the English Speaking Union's public speaking competition. Now in its 22nd year, the competition attracted more than 1,000 entries, three-quarters of them from maintained schools. But, last Saturday, only eight teams were left...
he declared, had brought rituals of the rain forest and into the Connaught Rooms. And (a nice touch, this), he would like to thank his not as a ritual... but as a very great pleasure.
The winners came from St Bernard's Convent High School, Westcliff-on-Sea, Essex. Their speaker was Miss Sally Paviour, who leapt to the front of the platform to tell us about the evils of artificial insemination. Who could say what dabbling in genetics might lead to?
Miss Paviour had a good line in answering dim questions. Did she believe, asked one sleepy member of the audience, that artificial insemination could lead to unpredictable results? "Sir," she replied triumphantly, "I must have succeeded in my very mission!"
But the individual winner of the National Public Speaking Cup was Miss Lisa Tomlinson from Penarth College, Colwyn Bay. Miss Tomlinson had two great advantages: she could stand still without fiddling and speak slowly and clearly without sounding like Mrs Thatcher - obviously a girl who will go far.

Joan battled womanfully with a series of tricky questions. How did we rid society of this terrible disease? Did she distinguish between hard and soft drugs? Finally, her chairman came to the rescue with a smile that would open many village fetes in years to come.
After this earnest beginning Mr Mark Sowerby from St Aidan's C of E High School, Harrogate, introduced a light touch with a jokey series of anecdotes about The Need for Ritual.
But he was no slouch at the heavy stuff, either. Did he agree that the truth of religion was in the ritual? posed one questioner. Well, the Catholic Church regarded ritual as the outward and visible sign of inward and spiritual grace, answered Mark, quick as a flash. So he would say it was a way of revealing the truth, not the truth itself. "Well done," said the lady behind me.
Even more warmly received was the young man who proposed his vote of thanks, Mr Adam Taul from Haberdashers' Aske's. Mr Sowerby,



A point from the floor
Biddy Passmore

Councillor seeks injunction to secure release of Trafford 11-plus figures Court threat over exam results

A council is being threatened with legal action by one of its members for withholding information about 11-plus examination results.
The issue will be raised at the education committee in Trafford next month. Mrs Laura Seex, a Labour councillor, says she will take out a High Court injunction if the information is not released within a week after the committee meeting. She claims that the council is in breach of its duty to provide councillors with the facts they need.
Since last year, Mrs Seex, a former lecturer at the Didsbury School of Education, Manchester, and an Open University tutor, has been asking for the 11-plus success rates in Trafford's primary schools.
She first asked for the range of pass rates - the highest rate and the lowest - in schools across the authority. "I was absolutely astonished when I was refused this information," she said.
She also asked what percentage of boys and girls passed and failed the exam, how many parents appealed against the results and how many appeals were successful. She was told the information was confidential.
Mrs Seex said this week it was part of her duty to answer constituents' questions about the appeals system, and to be aware if schools were performing badly. Unofficially, she knew of three schools within a mile of each other which had pass rates ranging from 20 to 60 per cent.
She stressed she was totally opposed to the selective system in Trafford, but given its continued existence, information should be available to councillors about how it worked. She agreed she was not a member of the education committee but claimed that should not affect her rights as a councillor.
The Labour group was concerned to know, for example, what effect mixed-aged classes in primary schools had on performance. If councillors were having to decide which primary schools should be closed then past performance as measured by the 11-plus success rates should be available as part of the information about the school.
Mrs Seex was against the formation of "league tables" and for that reason did not want the schools named in public.
Mr Frank Eadie, Conservative

Pay offsets job loss

Labour-controlled Durham County Council - which is at present facing industrial action by teachers - may use some of the cash earmarked to pay teachers' salaries next year to offset the loss of jobs.
The county council set aside 8 per cent for pay settlements next year and cut its education budget by £4m. However, it now looks as if the teachers' pay settlement will be nearer 6 per cent.
The cuts would have meant a worsening of the pupil/teacher ratio by a loss of 166 jobs above the number necessary to combat falling rolls. In addition, they have meant that teachers on long-term absence from secondary schools have not been replaced.
Members of the National Association of Schoolmasters/Union of Women Teachers have decided to take "no cover" action in protest over the cuts.
So far their action has been restricted to five comprehensive schools in the county with the result that about four 20-strong groups of pupils had to be sent home from school last week.

Electronics gets a pleasant shock

One of the country's largest GCE examining bodies, the Associated Examining Board, has disclosed that more than seven times the originally expected number of candidates will be taking its first O level examination in electronics.
Mr John Day, AEB secretary general said: "Since this is an O level 'first' and these are times of financial stringency for schools and colleges, we thought we might have an initial entry of around 250 candidates.
But the actual total has turned out to be 1,872 - a remarkable figure in all the circumstances and one which clearly reflects the fact that students recognize this as a vital subject."
The candidates come from all sources - state and independent schools, further education colleges, evening classes and hobby clubs.
The special feature of the AEB syllabus is the "systems" approach which looks at the way electronics is used in industry.
In the final stages of the course students have a choice between specialising in studies related to telephone systems, radio and television or computing. But the popular choice among this year's first batch of entrants has been computing - largely, the AEB says, because of the opportunity given to students to work with microprocessors.
Development of the new syllabus has been aided by a total of £12,000 provided jointly by the Department of Industry and the Institution of Electrical Engineers. Additional funding by the department and Engineering Industry Training Board is to provide nationwide training courses for the teachers involved.

'Uganda' skipper dies on way to Falklands

Captain Brian Biddick, the 47-year-old skipper of the educational cruise ship, the SS Uganda, has died after being taken ill on his way to the Falkland Islands.
Captain Biddick, who had been captain of the ship since December, 1979, lived in Cornwall, and leaves a wife and two children. He had an abdominal operation aboard the Uganda, which had been requisitioned by the Government as a hospital ship, and was then flown to the RAF hospital at Wroughton, Wiltshire, where he died.
Captain Biddick first served in the British India steam navigation cadet ship, the Chamala, in 1951 and began service with British India's educational cruise ships in 1967. He was also commander of the Arcadia, Island Princess, Spirit of London and Canberra before taking up his post with the Uganda.



Entries must be received by October 15, 1982, and entry forms can be obtained from: The Brainwave Awards 1982, The Marketing Department, Hestair Hope Ltd, Freepost, St Philip's Drive, Royton, Oldham OL2 6BR.

Candidates up, standard down

A five-fold increase in the number of pupils taking A level general studies has coincided with a sharp decline in the overall standard of their work, an examining board reported this week.
While candidates "shine" in one or two parts of the examination - often those closely related to the other subjects they are taking for A level - they produce "very inferior work" in the others, Oxford's Delegacy of Local Examinations says in its report for 1981.
"I found in my marking that many candidates had no more knowledge of the subject they were handling than the man in the street," said one examiner, commenting on the law, civics and government section of the examination.
"The examiners point out that the 'real value' of general studies lies in the encouragement it gives pupils to study subjects outside the narrow remit of their A level course.
"We feel very strongly that the educational value of this subject depends heavily on its width; and we hope that... there will be a substantial improvement in the overall quality of the work done by candidates outside their special fields," the report says.

Ideas to sell energy saving

Pupils in Britain's secondary schools have been invited to devise ways of persuading the public to use energy more efficiently.
Launching the Department of Energy's third national schools competition for energy conservation, Mr David Mellor, Under-Secretary of State for Energy, said: "More efficient use of energy will save money in our schools, homes and at work and will make these resources last longer."
The competition is open to all pupils from 12 to 16 years in schools in the UK and in British Forces schools overseas. Teams taking part will carry out research into some of energy conservation.

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- Also FX100 with 42 scientific functions and ten digit (8+2) display. R.R.P. £16.95
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School to work

Liverpool is preparing to cut back spending on its young people despite scathing HMI criticism of the existing provision. The city's minority Liberal administration is overriding its education committee as well as reducing funds for the colleges and aid to inner city voluntary youth projects.

The criticisms of FE and youth provision in the Inspectors' Tootth report, published last week, have been inevitably overshadowed by its comments on the city's schools following the riots at St Saviour's primary school.

But the sections which deal with the over-16s are the most condemnatory in the report and are drawing the most blood from the politicians. At their meeting with the Education and environment secretaries last week the Liberal council leader, Sir Trevor Jones and the former education committee chairman, Councillor Mike Storey, will say that while they accept that most of what the inspectors report about the school system is factually correct, their comments on the authority's youth provision are outrageously unfair.

The NAHT, which has soundly out-let the council on the target, say local authorities describe the Government's figures as "unrealistic". Sir Keith Joseph, the Education Secretary, expects authorities to deal more than one million school places by March 1984 because of the fall in pupils.

The NAHT has received replies indicating that authorities are unlikely to meet the targets. Among the NAHT local secretaries that they have not yet discussed the Government's targets. Mr David Hart, NAHT general secretary, said he had written to the Department of Education asking if the targets were regarded by local councils as "valid" or "just an element of wishful thinking".

He added: "Sir Keith also says that it cost £78 a year to raise a surplus place in a primary school of £137 for one in a secondary school. But one authority - Gloucestershire - has told us it does not accept the accuracy of those figures."

But they blame this on teacher unions and other parties on the council for opposing reorganization, and on the Education Secretary himself for blocking their attempts to close particular schools.

Liverpool spurns HMI criticism and plans further cuts for young

Liverpool council has replaced its education committee chairman, teacher Mike Storey, with another Liberal councillor. The change was made at Tuesday's council meeting, when the Liberal councillors agreed to remain in office after the largest party, Labour, had refused to take over.

The new education chairman, Mr Richard Kemp, is a tough-minded estate agent who has previously headed the housing committee. Mr Storey is understood to have stood down because he is becoming the head of a school in a neighbouring authority. He remains the Liberals' deputy leader.

A smaller cut, which means that, after allowing for inflation, there will be £500,000 less for the colleges. They will be expected to make good £150,000 of this by spending less on the courses they run for the young unemployed so that they make a bigger profit out of the fees paid by the Manpower Services Commission.

A similar sum will have to be saved on college refectories - and is likely to mean cutting catering staff; and the rest will have to come from books, furniture, and equipment.

Mr Storey and his colleagues reject altogether the Inspectors' attack on their handling of youth work, and in particular their allegation that because there is no principal youth officer and, at present none in the job of assistant director for community education, policy development

and the management of the service is so badly affected that there is "little hope of continuity or innovation". Mr Storey says that they have not been able to advise the post until now, but the former assistant director who has officially moved over to the schools branch is actually doing both jobs well for the moment.

He defends vigorously the council's decision made a year ago to review its grants to around 300 voluntary organizations, most of them in the inner city, and denies the report's suggestion that this is likely to reduce the aid.

The Inspectors claim that the long drawn-out review, which is not based on any clear-stated criteria, is causing uncertainty and worsening relationships with the youth organizations, who are relied on for nearly two thirds of the city's provision.

Mr Storey and Sir Trevor insist that only four or five projects have been seriously affected by decisions to cut their aid, and that another 17 or so have had smaller cuts.

The money is likely to be switched to projects in deprived districts in the outer areas of Liverpool, Mr Storey says, and insists that it is time this was done. "On any calculation of deprivation, it is the outer city which is top of the league for the next lot of riots," he warns.

Edited by Mark Jackson

gional officer, says that the authority has simply shuffled off the responsibility for 16s as far as it can on to the MSC. College staff, he says, are desperately anxious for a chance to get in-service training to prepare for the new demands being made on them, and will be delighted that the Inspectors have exposed that authority's failure to provide it.

Opinions in the college common rooms are not, however, as unanimous as Mr Betts might like. While a young woman lecturer said that staff who wanted to do something practical to help the city's young were becoming demoralized by the education department's inability to do anything except bombard them with more and more paper and procedure, a middle-aged vice principal said that the inspectors were being unrealistic.

He said: "We're putting on courses because we've got the spare facilities and the MSC has got the money. But there's not much evidence that these youngsters want them. They've grown up with the idea of living by casual labour like their parents and getting money where they can. The last thing they'd do is to knuckle down to anything they don't have to."

Peter Kane, who coordinates youth and community activities for the Liverpool council of social service, says that the Inspectors have, if anything, understated the harm being done to youth projects. Apart from the actual cuts, the council has not kept its grants in line with inflation, and its practice of freezing posts when a voluntary worker leaves wrecks small projects which are run by one or two people. Whatever Mr Storey believes, says Mr Kane, his youth and community department is in chaos, with nobody able to make a decision any longer or even, much of the time, to handle even routine matters.

Block grant idea heightens fears of centralized control

by Sarah Bayliss

Local government leaders have warned against separate funding for the education service, an idea attracting interest in Whitehall.

Mr John Horrell, Conservative chairman of the Association of County Councils, argued in a recent statement that an education block grant would result in more central control and rob local government of its responsibility to decide levels of spending and provision between all the services.

"We strongly oppose any changes which will lead to a loss of local accountability. The education service must remain under the control of the locally elected representatives who are close to the people they serve, able to judge local needs and circumstances and are responsible for local administration.

"We will do our utmost to persuade the Government that things must remain this way.

"Any weakening of local government will lead to a strengthening of central government, central authority and central bureaucracy. We feel it would be quite wrong to change local

accountability or accept any increase in central influence when no case is put forward to justify such a major fundamental change.

The ACC considers that a separate block grant on top of the present block grant system would create "appalling" complications, particularly if targets and grant penalties were to be present in both systems.

Mr Jack Smart, Labour chairman of the Association of Metropolitan Authorities, warned last week that the Government would use a separate block grant for education in a way that would effectively set maximum spending levels. "The only freedom that would be left to local education authorities would be to lower standards," he said. "Any effort to improve education provision would rank as overspending and lead to punitive action against the offending I.e.a."

The AMA has calculated that if education got a 100 per cent grant instead of the current 56 per cent there would be a reduction in rates of £3.845m and a 3.7 pence in the pound rise in income tax or a 3.9 per cent increase in VAT.



These pupils from Michaelchurch Escley Primary School in Hereford are the youngest ever to enter the BP Bulldozer competition. Their average age is nine, and they designed the three-wheeled, two-seated car to scale.

The boys raised money for the project by forming a company and issuing a share prospectus, but donors were told, quite frankly, that they would not be getting any dividends.

The 1982 BP Bulldozer competition is organized with REME under BP Oil's "Challenge to Youth" scheme. The finals will be held at the Army's School of Electrical and Mechanical Engineering at Bordon, Hampshire, in October.

Government targets not being met

by Richard Garner

Local education authorities are unlikely to meet Government costing targets by closing "redundant" school classrooms, according to information from I.e.a.s given to the National Association of Head Teachers.

The NAHT, which has soundly out-let the council on the target, say local authorities describe the Government's figures as "unrealistic".

Mr Keith Joseph, the Education Secretary, expects authorities to deal more than one million school places by March 1984 because of the fall in pupils.

The NAHT has received replies indicating that authorities are unlikely to meet the targets. Among the NAHT local secretaries that they have not yet discussed the Government's targets.

Mr David Hart, NAHT general secretary, said he had written to the Department of Education asking if the targets were regarded by local councils as "valid" or "just an element of wishful thinking". He added: "Sir Keith also says that it cost £78 a year to raise a surplus place in a primary school of £137 for one in a secondary school. But one authority - Gloucestershire - has told us it does not accept the accuracy of those figures."

Keep coaching and refereeing out of CSEs

Testing a pupils' ability to coach and referee should have no place in CSE physical education exams, says the latest report from the Schools Council PE committee.

It also criticises teachers of the subject for being overgenerous in mode 3 exams towards weak pupils while withholding the highest marks from the best.

It says the point of pupils refereeing or coaching as part of their CSE examinations should be questioned. Both activities are time-consuming and there is uncertainty about the level of performance expected.

The report adds: "While analysis of rules, techniques and tactics is appropriate it is doubtful whether the assessment of pupils in refereeing and coaching is applicable."

Syllabuses are often not aimed at the correct level, says the committee, which also found that teachers interested in introducing PE as a CSE subject were largely ignorant of how to go about it.

The report concludes that there is still a lack of agreement about the aims and objectives of PE as an exam subject with a substantial body of teachers opposed to the idea. Moderators have found PE teachers unaware of standards and unsure of which grades to award when "adding up" a number of activities.

While only 14 syllabuses were wholly practical with no theoretical component at all, moderators found the content of both sections was often not aimed at the correct level. "In theoretical works it is often too trivial or too advanced and in practical work it is often too superficial or includes coaching by the pupil".

Another complaint of moderators, says the report, is of the lack of anything original in pupils' theory work. "Both files and projects consist of work copied from teachers' notes or books and show little personal contribution.

approved almost doubled, from 224 to 412. Syllabuses which were entirely dance rose from 86 to 137 in the same period while outdoor pursuits syllabuses increased from 31 to 56.

Yet the committee found in many syllabuses "aims and objectives... difficult to examine in any form and which will remain amongst the many 'hoped for' concomitants of education. There seems a need for a more common policy here."

Examinations in physical education and related areas. A report from the secondary working party of the Schools Council physical education committee. Schools Council 160 Great Portland St, London, W1.

A study last year among 414 men PE teachers showed a surprisingly large number unaware of where to get help with the introduction of CSE examinations. Out of 341 teachers in schools where PE was not examined only 29 per cent were aware that they could get help from the exam boards.

Equally surprising, out of the 73 men who did have examinations in their schools only 40 per cent were aware of this form of assistance. "These figures... perhaps indicate the PE teachers have not been trained to think in terms of examinations and sources of information. This may also indicate a lack of publicity from the examination boards."

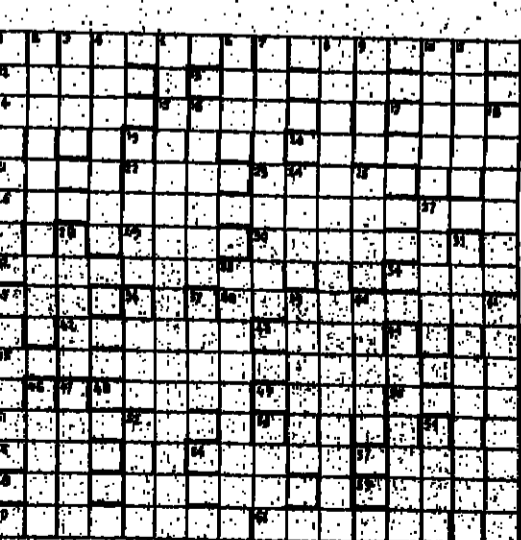
SPORT

Edited by Bert Lodge

Most of the 14 regional examination boards had approved mode 3 syllabuses by 1974. Between 1976-80 the number of mode 3 syllabuses

CROSSWORD

by MACHIAVELLI



- 22. Viola, Incognita, will get Oriana in the end (4)
- 23. Vessels put about - admirals to the south (5)
- 24. Lieutenant's car is wrecked - it renders him speechless (10)
- 25. Cowboy cut short the laughter (4)
- 26. Expat from school? Milton thought it monstrous (8)
- 27. I lost, as I'm playing very high (9)
- 28. Resistant devil worshipped by Egyptians (4)
- 29. Do off work by Toronto bid (4)
- 30. Yes, I'd cast all off (3)
- 31. In veneration, if out leader is named, each head is bowed (5)
- 32. Pop singer's head lost in a mass of shaggy hair (4)
- 33. Game of chance could provide quartette with a taper (10)
- 34. Space-crazy lands in the East Indies: tropical seas score it (5)
- 35. Before initial adjustment, hunter loses 25 minutes (4)
- 36. Toxic metal in the old-fashioned way - not aluminium (4)
- 37. Suffering falls on raids (7)
- 38. Nettle-hot whimsies a song (4)
- 39. Henry's after a shed for the garden (3)
- 40. Give a fed-up impression - but it's half credible (5)
- 41. Pezabates' sample and stay (10)
- 42. Scooty alternet jumped into motorway (6)
- 43. Underpiled? Source guided to choice (5)
- 44. Rope taking a spot used at sea (5)

DOWN:

- 1. South American: spices put on a lot of weight - could be painful (9)
- 2. Slightly limit the distribution of marble (10)
- 3. After steep descent walk on foot (4)
- 4. Film in honour sufficient to appear for a box (7)
- 5. Snowflake injured - oak be seen in bud (10)
- 6. It was the late shade to homicide (4)
- 7. Hinged spoons - sponsor supplied them (3)
- 8. Resistant hit - Don't mean't knowing the bitch, the heart of resistance hit (10)
- 9. See birds, starting, glided smoothly (4)
- 10. Archdiocesan: invention changed setting's original direction (10)
- 11. Dark lit in film's glass (5)
- 12. X - a 'freaked' offering (10)
- 13. Complaint after a good night's sleep (5)
- 14. Hit hard a singly doing some (5)
- 15. In Peaking bid to give an account or narrative in an audience (4)
- 16. Wily? They've who double-broke the time (4)

ACROSS:

- 8. Old-fashioned school examination shape & figure (3)
- 9. KO's boots guard, to help it prosper (5)
- 10. About to win, taking every stroke (5)
- 11. Don't pushy, to meet with your trials' extremely happy (10)
- 12. Knots 1 added to a ditty (5)
- 13. Despite wrong move captures queen as heat (5)
- 14. Claim the right to begin (4)
- 15. Lapping the first man away, dove's feat (7)
- 16. In comparison, the weight was changed (4)

People

Sir Oliver Wright, a retired diplomat, is to be the new Master of Christ's College, Cambridge. His appointment follows a prolonged struggle between supporters of Sir Oliver and of the rival candidate Sir Hans Kornberg, professor of biochemistry. Sir Oliver will replace Professor J H Plumb, who resigns this summer.

Dr Robert Smith has been appointed director of Kingston Polytechnic from September 1. He is at present Professor of Physical Electronics and Dean of Engineering at Southampton University.

Mrs Vernetta Melbourne, JP, has been appointed head of Pyl Primary School, Kentish Town. She will replace the late Mrs Mabel Munn, who was the present deputy head of St Thomas' Abbey primary school, Stokenchurch, Newington.

Strong discipline urged

The return of effective teacher control and disciplined learning, especially in schools with a high proportion of immigrant children, was urged this week as the best long term way to help black youngsters.

West Indian children should also stop thinking that luck or systematic discrimination were to blame for any educational failure, and be more determined to succeed.

Mr Geoff Partington, a former headmaster and education officer in the London borough of Falinge, is now a university lecturer in South Australia.

Department of Energy

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Local Education Authority _____

The competition is open to children between the ages of 12 and 16 on 1st September 1982. Completed registration cards must be returned by 30th September 1982.

Why women try to be super

Successful women are likely to face sexual harassment, and many are typified by their uncompromising ways, say women researchers.

Women academics tend to assume that they must equal or surpass their male counterparts. A mediocre woman seldom reaches the same ranks as a mediocre man. Recognizing this, "women are tempted to try to do it all - to be successful both at a career and at being wife and mother," researchers say.

What women fail to recognize is that the most "successful" men have not simultaneously excelled at all these tasks either.

Letters

The meaning of 'Mockingbird'

Sir - As I am enjoying teaching To Kill a Mockingbird...

I do not necessarily agree with all the detailed points he raises on the article about To Kill a Mockingbird...

Should I not have taught Oliver Twist last year because Dickens deals harshly with the Jew and idealizes Oliver's character and speech?...

R D BEALE 183 Leckhampton Road Cheltenham Glos

Sir - I wish to comment on the article about To Kill a Mockingbird as an O level pupil I disagree with Dr Hughes. His first point was that this could not possibly be written from a child's point of view because it was narrated in a distinctively adult voice...

Does he not see that the book was written by a woman remembering her youth? She writes about what she felt, saw and understood.

I agree that the book could be valuable to promote non-racism, but not with his comment that "a closer examination of the novel reveals that it is extraordinarily confused on the subject of the racial issue"...

Dr Hughes should remember that when the book was written blacks were roundly discriminated against and did not become doctors. As for teaching, it is very unlikely that they even went to school.

Lastly, I should like to point out that 15 and 16-year-olds do enjoy this book. This is not because it is easier than Jane Austen, George Eliot and Charlotte Bronte.

Harper Lee has written a book that is a lot more than a "folksy tale" of 1930s Alabama.

JULIA CLARK 165 Addison Road Ruddy

Sir - I was very surprised to read Dr Hughes's unfavourable review of To Kill a Mockingbird.

Kill a Mockingbird. His dismissal of both the structure and content of the novel, which justly won the Pulitzer Prize after it was published in 1960, and his imputed comparison of the novel to comics seems very unreasonable.

I have studied the novel with O level and CSE classes and I am still pleasantly surprised at how very good it is.

DAVID EASTON Head of English The High School Welshpool Powys

Sir - I was angry and shocked after reading Dr Hughes's article. I am studying the book for O level and I think it is highly intelligent and readable literature, worthy of the awards it has won.

Dr Hughes seriously suggesting that this book is set by GCE boards to promote non-racist attitudes? I find it hard to believe.

The social question of racism might be confused in the novel but since it was a confused subject, in the 1930s, it is hardly surprising.

done nothing wrong but has saved the lives of two young children from the evil wishes of a bitter man. Boo is a mockingbird figure because, as the sheriff of Maycomb puts it, "draggin' him into the limelight with his shy ways is a sin."

The ending is, in my view, the best part of the novel and to say "equality is shown not to be desirable when it is against the interests of the white community" is senseless.

Mockingbirds only sing and do not harm anybody or anything and to kill one is thought to be a sin.

Can Dr Hughes appreciate a simple but highly intelligent comparison? The novel is certainly not "ill-written". It has a pleasing symmetry and is very well constructed.

The main focus of the novel is not, as suggested by Dr Hughes, the trial of Tom Robinson, as this occurs halfway through the novel.

Until this message becomes irrelevant to modern society, I shall continue to enjoy this novel with my students.

ours degree in English to those mentioned by Dr Hughes, who may never read a serious book again.

YVONNE BRADBURY The Limes Ore Marlborough Wiltshire

Sir - Dr Hughes suggests a level of insensitivity, which, in other areas of debate, has threatened the use of books such as Kes or Joby.

The first and most important fact, only vaguely hinted at in the article, is that teachers do not have to choose it as a set text.

At my school there are about 100 candidates for O level literature of whom about 20 will take English A level and possibly three study the subject at university.

My own class ranged from those capable of obtaining a first class honours degree in English to those who may never read a serious book again.

war and peace presents itself today in new terms. It is not that the war has at its disposal means which have immeasurably magnified its horror and its wickedness.

Peace studies should aim at developing an awareness of the interdependence of the peoples of the world and a critical attitude to political issues so that young people can become well informed and able to make judgments on the basis of moral values.

Peace studies seeks to explore new ways of approaching old problems. The old ways are simply not appropriate any more, as Pope Paul VI said in his 1978 speech to the United Nations.

This provides students with a basis for responsible decision-making. It is poor testimony to British teacher education to view its products with the suspicion advisable in countries where teachers are not home-grown but trained under varied, often conflicting, ideologies.

ANNE RICKWOOD Curriculum Studies Dept London University Institute of Education

Tragic loss

Sir - In a recent issue Brinn Bowles wrote on behalf of his group of teachers to express their disquiet and dismay at what has been and is being done to the Schools Council project.

Teachers have been few developments in education in recent years to which one could give wholehearted support, but the project was certainly one of those few.

The advances it made in history teaching were many and significant, and it gave hope for the future.

JOHN FINES West Sussex Institute of Higher Education Rogator Regis Sussex

Poet's inspiration

Sir - I was interested to read the comment by Anthony Adams that Adrian Mitchell was "a better poet than educationist".

We were privileged to have Adrian Mitchell with us, as poet in residence, for two years. His lively approach and caring attitude gave stimulus to all in school and in the community.

JOHN D STEWART Director Institute of Local Government Studies University of Birmingham

A job to choose

I have recently advertised a school history post. Included in it is the teaching of medieval history at A level which would not think enormous the field to be larger than normal.

MARCUS MASTERSON (AGE 11) Lymstone Primary School Chess Team Lymstone Exmouth

conclusion, by means of their own intelligence, that governments which support oppression or torture (either overtly, or more subtly by means of arms sales for material gain, or in order to secure economic or strategic advantages) are morally corrupt whether they be of a "left" or "right" persuasion.



attitude which merely condemns Western, capitalist systems of government.

If young people are required to make a study of the causes of conflict in the world they will have to look closely at the human rights violations which are taking place every day in many countries.

Young people should also be given the opportunity to understand and support (and if possible to develop and refine) the international machinery which exists to resolve conflict in a just and peaceful manner.

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violence and conflict from a neutral stance. This provides students with a basis for responsible decision-making.

ANNE RICKWOOD Curriculum Studies Dept London University Institute of Education

Owning up

Sir - Alas, John Tomlinson is quite correct in his letter in your last issue. I missed out part of the quotation from his presidential address, because I made the mistake of relying on a report in an educational journal.

JOHN D ANDERSON Head Beckfoot Grammar School Wagon Lane Bingley

Black mark

Sir - In your May 7 article on chess you showed a picture of a chess board drawn on a black-board which had a black square in the bottom right-hand corner.

FRED JANES Principal Yeovil College Somerset

Letters for publication

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Peace studies: a creative response to conflict

Sir - I wish to respond to Dr Rhodes Boyson's claim that peace studies is a corrupting influence on school children which encourages appeasement and surrender to totalitarian forces.

The fear that lurks behind the mask Sir - Rhodes Boyson's statement that peace studies mask "an emphasis on appeasement and surrender to any totalitarian forces threatening our society" (TES May 7) itself less than masks the fear of the authoritarian in the face of the kind of redistribution of power in society which such multidisciplinary courses could evoke by opening up controversial issues to discussion.

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which exists to resolve conflict in a just and peaceful manner. This does not mean that they are being encouraged to accept appeasement or surrender to totalitarian forces, or that they will adopt a biased, cynical

attitude which merely condemns Western, capitalist systems of government. If young people are required to make a study of the causes of conflict in the world they will have to look closely at the human rights violations which are taking place every day in many countries.

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One of the most basic principles of peace education is the acceptance of all the peoples of the world as members of the human family. It is a view which transcends a narrow, selfish concern about one's own country while ignoring the plight of the rest of the world.

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film which showed Argentinian survivors of the General Berglano being welcomed home by loving relatives. I would hope that peace studies should at least help young people to question this process which prevents them from seeing our "enemies" as brothers and sisters, and at the same time encourage them to become actively concerned about the oppressed and unjustly treated. It is not an easy task, and it is certainly one which renders those engaged in educating for peace very vulnerable. However, if it is possible to teach history, literature, economics and other subjects in a balanced, positive manner then it is also possible to teach peace studies in such a way that young people will be given a good preparation for responsible adulthood.

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Preschool fees

Sir - Barbara Kelly's letter (TES May 7) raises some interesting questions. In relation to charges being made for pre-statutory school provision, parents (and others) are already paying for such services through rates and taxes levied through local and central government.

It is imperative that every effort is made to ensure that flexible, high-quality pre-statutory provision should be made, and that this provision should draw on the considerable variety of interests and expertise which exists in the field of education and care of very young children.

CYNTHIA JAMES The British Association for Early Childhood Education London SE11

Duke and science

Sir - I am sure the quotes from the Duke of Edinburgh's forthcoming book have been neatly juxtaposed by Axioides. Let us hope that His Royal Highness will note their relevance, and try to base future criticisms on experience. He might then be aware that planners of schools' science curricula feel it is also "worth bothering about" the bodily functions of respiration, circulation, digestion, and the nervous system.

C E JORDAN Deputy Head of Upper School Grange School Oldham

Career support

Sir - I was interested to read the articles by Mark Jackson in the "School to Work" section April 30. The item referring to the report to be published by the Rubber and Plastics Processing Training Board about the New Training Initiative was encouraging, but I was anxious about the article entitled "Careers staff activists anger their chiefs".

J L NORDEN Principal Davies College 66 Southampton Row London WC1

Universal goals

Sir - In your April 30 issue you reported that the draft DES statement on the proposed 17-plus certificate says the course should: 1. offer a broad programme of general education with emphasis on practical application in various fields of employment;

FRED JANES Principal Yeovil College Somerset

Announcements

Reciprocal study visit to Israel Applications are invited from teachers interested in hosting an Israeli teacher in July 1982 and making a return three week visit to Israel in December 1982/January 1983.

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Sir - Valerie Aggett (May 7) is wrong - much more than the "grapevine" is needed to protect overseas students from unscrupulous operators in private further education establishments.

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Musical scales

Robert Wysome

A glance through the appointments vacant columns in The TES makes me scream in despair at many head teachers' reluctance to offer proper financial reward to heads of music departments. Typical of this arrangement is:

"Enthusiastic head of music department required, to build up the subject through the school and run two choirs, three orchestras, brass band, wind group, recorder group, jazz group, organize the peripatetic teaching. Rugby an advantage. Scale 2 for suitable applicant."

What this really means is: "... required to teach the subject to everyone in the first three years, mostly in the corridor, with probably only small part-time help, fight with the PE department over which evenings and lunchtimes kids are available for the two choirs, three orchestras, etc. spend hours on the telephone with peripatetic staff who can only make "Thursday 3pm till 4pm" when the "respectable" subject staff won't let the kids out from lessons anyway, work your guts out until 7pm each night without the head knowing because he went at 5pm (if he's not on a course), fight to maintain A level teaching with perhaps small groups (because it was set against French, German, physics and biology in the fourth year - and everyone must choose a language

Talkback



and a science), make damned sure there are three good concerts a year and perhaps a musical every other year so that we can put it in the prospectus... and invite the governors...

duces public performances - what goes on in the classroom is far more important and this is rarely mentioned.

Why can't heads of music be employed on Scale 4 salaries? Certainly there are a small number, and can only be grateful for the enlightened few. Why should we work more hours than most other heads of departments, with no lunch breaks and early evening family life, without being given a just return?

Some heads think that they are giving the earth by allowing 0.6 of an assistant in the department; a head of maths or English with four or five assistants has it much easier - "capable of organizing a large music/English department", read the job specifications. "This often means that the lower school and CSE groups are dolled out to the Scale 1s, and the head of department keeps the sixth form, top O level group and one first year class to appease the workaholics."

At a time when schools are being taken over (or in?) by the computer age, surely headteachers must realize the value of those subjects which offer human contact, creativity and involvement at all levels. To be financially penalized because of the subject you teach is nothing short of iniquitous.

Robert Wysome is director of music at New College, Telford.

Having spent nearly two years running short courses in counselling skills at a teachers' centre, I worked in a special school, and having just completed a part-time MA as well as being the mother of a nine-year-old, I have been involved in several different kinds of relationship with the teaching profession.

It seems to me that in too many institutions offering "training" to teachers there has been an over-emphasis on theory. In the world of sport or music skills can never be solely acquired by being told about them or reading about them. The person interested in taking up a sport has to practise certain techniques before becoming capable of playing well. Likewise practising an instrument is essential to the competent performance of music.

There is a great deal of expertise available now on training in personal relationships that can help teachers in their work. Improvement in such skills as listening, questioning, responding appropriately and problem-solving, among many others are even more essential for those in schools who are given responsibility for pastoral care, often without training, guidance or support in this very demanding role.

The ability to listen actively with the intention of trying to understand another person's outlook on life; us-

We are assured by experts that computers can be used for supporting activities in a wide range of subjects from science to modern languages. So can a modern languages teacher look upon the dawn of a new era for his teaching? Something even more powerful than talk and chalk? Yes, even greater than flashcards and coloured filmstrips?

I acquired a rudimentary knowledge of BASIC after a six hour programming course. Dreams of removing drudgery from endless verb tables, enhanced by the thrill of technology, impelled me to construct a programme whereby those immortal lines "fill in the missing parts of the verb 'être - je'" would be but the humble beginnings of scientifically-constructed, pupil-orientated language learning. Once set up, strings of verbs, dormant in grammar books, would spring to life...

Caring skills Caroline Toll

ing questions in a way that helps another to talk; responding appropriately so the other feels supported and encouraged; helping the other person to find his or her solution after exploring the possibilities - these are all skills which can be developed in most people. There are ways of helping that, in the long term, are more effective than just giving advice though that can have its place too.

Some people appear to be "born teachers" but even they can benefit from a greater awareness of what makes them effective. There is no doubt in my mind from the work I have done that those who are less able, or maybe just less confident, in the area of personal skills can benefit enormously from a constructive, practical training course.

The effects of this type of training on teachers seems to benefit the children in their care, the parents of those children, and colleagues both in and out of school. But perhaps most important is the teacher's growing competence and confidence in making

Parlez-vous BASIC? Ray Symons

models would tirelessly chide (and inform) the less able. The teacher, meanwhile, freed from such mental tasks, would, as the true professional, attend to the various needs of the other 31 pupils in the classroom. How at first my heart warmed to the computer! Its impersonal legibility, its keyboard ideally suited to the learning of typewriting, its magic backspace with instant Tippex facility may imagine how deflated I became - after 30 minutes typing - to read "syntax error line 11." Retyping, rethinking, referral to notes accessed then "syntax error line 40" appeared on the screen - this time

seemingly brighter. More referring then the words "etre - je" appeared. I input "suis" and was immediately rewarded by "tres bien". Had I (after a mere seven-and-a-half hours) cracked it? General gaoing among colleagues... and then a stunned silence. "Etre - je" plus any response at all ("nous", "ils") in any language was rewarded by the same undiscriminating "tres bien". A "logic fault" sounding where. More rethinking and frustration followed. Perhaps next week I will be able to get "je suis" and reward only bona fide "je suis" and punish aberrations. But perhaps not.

A lingering suspicion remains. If I had spent a total of 10 hours playing one of my normal lessons I could enable one of my 32 pupils to make a five-second response correctly. It would be at all necessary to have a computer available to assist learning?

Ray Symons is head of a Modern Languages Department.

Ian Weeks looks at the information provided for parents by half the comprehensives in London and finds the curriculum in most of them little different to his own schooling over 30 years ago. Few moves have been made towards integrating subjects or providing boys and girls with equal opportunities; mixed ability teaching is far from being dominant and few of the capital's schools reflect their position in one of the most multicultural cities in the world.

The conservative curriculum

Brochures of information for parents have their weaknesses as sources of analyses of school life. All written accounts of institutions are a poor substitute for actually living in them and many schools are inexperienced in providing information. Nevertheless, they are a source of knowledge about schools.

The 173 I looked at represent about half the comprehensives (excluding sixth form colleges) in London; just over half the schools in the outer London boroughs and just under half those in inner London. They were intended to cover the sort of information required by the 1980 Education Act though many schools were providing this information, and much more besides, before they were legally obliged to. It is obvious from the brochures that many years of theorizing about integrating traditional subjects has had little effect on these schools. Any such integration takes place exclusively in the humanities and creative arts, and then only in the lower school. The exceptions were five schools in this sample where social education is offered to lower band senior pupils.

Only 18 schools offer the full range of practical crafts to boys and girls

In 32 schools humanities are taught in an integrated package in all or part of the lower school. This amounted to integrated history and geography in 10 cases, plus one or more of English, religious education, moral education, social studies, sociology or biology in 22 others.

Creative arts are taught as a package in lower forms in 11 schools, 14 schools have a faculty organization and two schools have a first-year centre where new pupils are inducted into the secondary school curriculum. There is further evidence of curriculum conservatism in the programmes offered in the lower schools. These bear a strong resemblance to the one I followed as a pupil of one of these 173 schools between 1945 and 1948. It is basically an 11 subject curriculum - English, maths, some science, RE, physical education, French (or another foreign language), history, geography, art, music and practical crafts. One frequent addition these days, is drama. That was not offered to me in 1945. Drama is being taught as a separate subject to all pupils in Years 1 to 3 in 91 of the 169 schools serving children below the age of 14 (four schools in the sample are 14 to 18 schools). In a minority of cases other subjects are

Education, 1979). In 100 schools fourth and fifth formers are not obliged to study any science. All do English, maths and PE. In 128 schools RE is taught as RE, in 31 as some form of social education and in 14 as some form of general life studies. In the 100 schools not enforcing the study of science right through, 76 of them have a compulsory core of only English and maths. Pupils then add five or six completely optional subjects to make up their programme.

Only 3 schools out of 107 mixed schools (3%) refer to equal opportunities for boys and girls in their statements of aims

Only 48 common core examination programmes insist on at least one of the humanities. In nine of these social or community studies are specified (in one further case social studies and another humanities subject are specified). A modern language is compulsory in only 17 schemes, RE in eight. Creative, practical or design subjects are in 31 cores and in five other schools pupils choose between a subject in this curriculum area and one humanity (not included in the 48 cases referred to in the previous paragraph). Music is specified in two schemes.

Only one school has a core of eight subjects (double English, maths, a science, history, geography, art and French). Three schools have a core of seven subjects. These four schools are the only ones with programmes resembling the one I followed between 1948 and 1950. At that time the grouped General School Certificate was the 16-plus examination.

In 28 schools, however, there is a six-subject core, in every case but one consisting of double English, maths, science, a creative or design subject and a humanity; 24 schools have a five-subject core; 41 a four-subject core (22 of them in English, maths and science), and 76

schools have a three-subject core (English (2) and maths). Schools are expecting many of their fifth formers to be taking from 7 to 10 subjects in public examinations. Very few schools have streaming in their senior years of dividing pupils into GCE and CSE classes. However, all the other schools in the sample allow setting within subjects, providing potentially fluid exchanges between groups, late decisions on what examination is offered (GCE or CSE) and double entries in GCE and CSE. In 23 of these schools there is a cocktail of setting in some subjects and mixed-ability grouping in others, with more mixed-ability than setting in a handful of cases. The basic grouping policy in Years 1 to 3 is also a mixture of setting and mixed-ability grouping. This is so in about a third of the first years (only 141 of the sample have first years), in a half of the second years (166 schools) and just under half of the third years (169 schools). The other most common practice is mixed-ability grouping across the whole year; in first years in 55 schools (39 per cent) of them, in second years 21 schools (12.5 per cent) and in third years 12 schools, (or 7 per cent).

Banding is less common than mixed-ability in first years (it occurs in 25 schools) but overtakes mixed-ability in second (29 schools) and third years (29 schools). London schools seem to take their responsibilities in careers education very seriously. All of them cater extensively for this in one way

or another, 114 of them giving both a regular place on the weekly timetable for it and also providing interviews, advice, libraries of information, visits and perhaps short-term work experience. London comprehensives are also taking computers seriously. Computer studies are offered in 88 schools, either as a subject option or as an extra-curricular activity, and in another seven the subject is compulsory at some stage (including one girls' school). This does show how quickly schools can adapt to change.

Some form of community service for pupils is mentioned by 63 schools, and 56 schools have some sort of social education in the compulsory core for senior years, not necessarily as a course for public examinations.

These statistics bode well for those looking for wider interests in school curricula but the picture is not so rosy for those trying to get schools to adopt a multi-racial outlook. Of course, it is essential to remember here that the source of information is only the brochures. However, if a school feels a strong duty towards its ethnic minority pupils one would imagine that this would be expressed in a document going out to the parents in these minorities.

We are talking here of a city region with vast numbers of ethnic minority children. If a particular school does not happen to have many of them the school down the road does. Only 34 of the 173 schools mention multi-racialism or multi-culturalism. In 11 of these cases the reference is exclusively to a new agreed multi-racial RE syllabus in one borough. Just 23 schools go out of their way in their account of their educational philosophies to mention a multi-cultural society, and this in a sample of half the comprehensive schools in one of the most multi-racial cities in the world. Moreover, if anyone expects a mention of children who are handicapped in some way they are likely to be even more disappointed. The Warnock report and the 1981 Education Act are very recent and only three schools specifically mention handicap.

Bullock is dead; only two schools mention language across the curriculum in the brochure. Finally, of 107 mixed schools 18 make a point of providing the full range of practical crafts regardless of sex, and two girls' schools make provision for design/technology work and one for woodwork. In statements of aims, objectives and programmes only three schools make a reference to equal opportunities for both sexes.

Alan Weeks is a senior lecturer in education at St Mary's College, Twickenham.

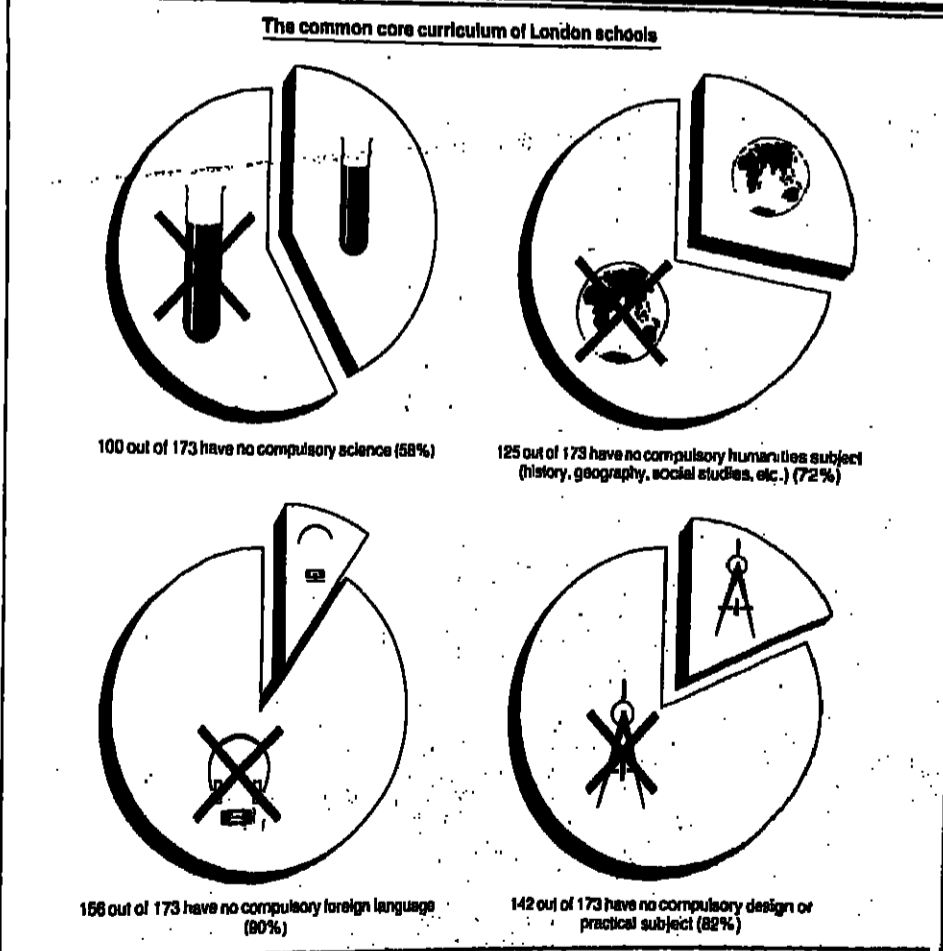


Table with 4 columns: Grouping practices in London comprehensive lower schools, First Years, Second Years, Third Years. Rows include Streaming, Streaming and Banding, Banding, Banding and Setting, Setting, Banding, Setting and Mixed-ability, Setting and Mixed-ability, Mixed-ability.

Social priorities

Extracts from the diary of a headteacher in a Merseyside social priority junior school.

November 6

MARY
Mrs H eventually came to school after several written invitations to discuss her nine year old daughter Mary's anti-social behaviour outside school. This was affecting her classroom and general school behaviour, with a detrimental effect on the other children. Mrs H confirmed that Mary had been detained by the police in the company of a group of older children, who had all been sniffing glue. When I mentioned that it had come to my notice that Mary was believed to be visiting an older man's flat and leaving with money in her possession, Mrs H did not express surprise and seemed to know who the man was. She agreed that Mary was getting out of control and accepted that she would have to contact me for help if the situation continued. The following day, a concerned parent called to mention to me that the rumour of "glue sniffing" was being spread in the school, among the children. Mary had been talking about her exploits as a means of getting attention from her peers.



November 9

TIM
I attended a review meeting at the local social services department about Tim, an 11-year-old who had been placed in local authority care for the past six months, during which time he had been in two foster homes. Tim had flourished physically, socially and emotionally during this period of time and these improvements were reflected in his attitude to his academic work. At the meeting, the decision was made that Tim should return to his mother who had previously been found an inadequate parent, but whom the social services now felt was ready again to take on the responsibility of her child. I asked that a very close watching brief be kept on the home situation, because we felt that there had been such a remarkable improvement in Tim's general well-being that it must not be lost.

November 11

MARY
Mrs H came in to school to ask me to contact a social worker to help her with Mary, whom she just could not control. I immediately rang the social services with the details.

November 13

MARY
I had an interview with the social worker who was hoping to assist Mrs H with her problem daughter, Mary. I was able to provide background information before a home visit was made.

November 18

BOB
After deterioration in his general behaviour, Bob ran home, after being reprimanded by his teacher for his disruptive behaviour in class. Having been unable to persuade his mum to visit school previously to

discuss the early signs of these behaviour problems, I used this opportunity to call at the home. I had a long chat about Bob's unacceptable behaviour in school and I also mentioned his apparent unhappiness and insecurity. Mum agreed that he was out of control at home, and one reason for the behaviour problem, was the unstable home situation. Mum freely admitted that Bob, who is 11, probably spent most of the day wondering whether his mum would be there when he arrived home after school. He desperately wanted to trust the adults that he came across in his family situation but had been let down too often. In the period prior to Bob's present problems, mum had left her second husband (Bob's stepfather) and her six children, to run off with her boyfriend. The children had been sent to different relatives during this period. Bob had been sent to his gran's, changed school for two months, and during this period fell into trouble with the police. He has a court case pending, resulting from this trouble. Bob's mum accepted that a male social worker might help to give Bob a good male figure to look up to. When I returned to school, Bob was hiding in the cloakroom.

MRS O
Mrs O called to discuss her child's worries, which she felt were connected with the home circumstances, and she wanted to make us aware of the outside pressure that he was working under at present. I thanked her for reporting the position to us, as this

made any uncharacteristic behaviour explainable. I assured Mrs O that we would keep a sensitive watch over her child and contact her if we felt the need.

JOHN

Mrs B visited to discuss her worries about her son, John. She explained that she was divorced from his father, who had been her second husband. She also had a grown-up child from her first marriage, one child at university, the other an accountant. She explained that she found it difficult to relate to John and she was aware that her attitude was contributing to his unhappiness, and his inability to relate to his classmates. I regarded her visit as a "cry for help" and after discussing the problem with John's class teacher (who was aware of the existence of a problem) it was suggested that perhaps if Mrs B became involved inside the school, it might help her relationship with her son. She readily agreed to work with her son's class teacher each week within the classroom.

December 9

IAN
I contacted the health visitors' department concerning a seven-year-old whose social behaviour was regressing so severely that he appeared to be returning to pre-school behaviour; unable to use cutlery, enuresis, soiling etc. His dirty general appearance was making him into a figure of fun with the children throughout the school. This had been mentioned to mum on several occasions and clothing had also been provided to help the situation. The health department promised help.

December 11

IAN
The Health Visitor rang to say that she was going to visit the home with a social worker.

December 15

MARY
Mrs H (Mary's mum) came in during the lunch hour to ask me vaguely if I'd seen Mary as she'd not seen her since 6.00pm the previous evening. When I ascertained that she had not called either the police, social services or her child's social worker, I insisted that she did so. During the afternoon, a police officer called to see if any other children knew of Mary's whereabouts. On ringing the police that evening I learned that Mary had been found that afternoon at a house in the neighbourhood.

December 16

MARY
Mrs H brought Mary to school and told me of the happenings of the previous day and night. I rang the social services to ensure that they were fully aware of the situation.

January 8

BOB
Mrs H arrived at school with Mary, and told me that she had been having Bob living with them for the

past two nights because he had said that his mum wasn't at home, and he didn't like the woman that his mum had told him to go to. I cautioned Mrs H and explained that I'd have to contact the social services department to check on the situation. I was particularly concerned that this arrangement should not be left uninvestigated as the weekend approached, and because this parent (on her own with three young children) was unable to control her own eldest child, Mary. I said to Mrs H that Mary and Bob were very bad company for each other, and she agreed, and left me to deal with the situation. Events moved very fast subsequently that day and the following few days. Visits were made to the school by the social worker, the stepfather, the police and, eventually, the mother and her new man friend. Suffice to say that three court cases were pending for the family: a custody of the three youngest children to second husband (Bob's stepfather); an existing rent arrears; and a case about Bob's involvement with others in an attack on a youth.

January 11

ALAN
Mrs M came into school, bringing Alan, who had run home during the lunch hour. Mum was anxious and weep, and after a while when she calmed down, she admitted that her worries derived from fears for her child's safety (and not the teacher's attitude to the child, which she had initially used as the reason for her child running home). The real problem was a combination of her own poor mental and physical health, and her fears that her ex-husband might once again "kidnap" Alan and take him out of the country. Mrs M promised to keep in close touch with the school about the situation.

January 22

BILL
Mrs T called to tell me that she'd referred her child (Bill) through her doctor to a child psychiatrist because she couldn't cope with him at home. The child was no problem at school, but we had our suspicions of possible abuse and had sent a social worker to visit the home some months ago.

February 3

TIM
Tim's mother phoned school to report that Tim was refusing to come to school. I asked the educational welfare officer to bring the child and parent to school. She did this immediately, and in the presence of the EWO, class teacher, myself, parent and child, the very disruptive home life was divulged. The regular beatings of the mother (to extort money) by the older 14-year-old son was discussed. It was apparent that Tim was getting his attention at home by staying at home as much as possible. He had been living at another child's house for some days, and was truanting from there. Tim's attitude to his mother at these meetings were insolent and resentful (unlike this child's normal attitude to other adults, which was generally

very respectful and friendly). It was decided that mum should speak to her social worker about the problem immediately. The EWO went with the mother to discuss the problem with the social worker, who reported back that the elder boy's problem was to be dealt with first, and Tim's problem would probably be solved by this.

February 10

BOB
Bob appeared in court and was found guilty. A care order was given by the magistrate. The social worker came to explain that although Bob had been placed on a care order, the social worker was attempting to work closely with the mother and the child to try and improve the home situation to prevent the necessity of Bob being taken away from his home and placed in local social services care. A meeting was arranged by the social worker at school with the mother, but she did not arrive, although a reminder note had been sent the previous night. I explained my misgivings about Bob's deteriorating behaviour which had caused me to remove him from his classroom situation to enable the remainder of the class to work without disruption. I emphasized that this situation could not continue indefinitely, and that I felt that his unsettled home situation was preventing any improvement.

February 26

BILL
Reports about Bill were sent to the child psychiatrist, to whom I also spoke directly on the phone.

March 4

MARY
After hygiene inspection, Mrs H (Mary's mum) was visited by the nurse who left a comb, lotion and instructions for keeping the child at home and treating her problem.

March 5

MARY
Mary was sent to school. As no one was at home to receive her, she was kept on her own by my room. The health visitor attempted to see her mother, but twice received no reply.

March 8

MARY
Mary arrived in school. I asked for a check to be made on her hair, because she had no clearance note. On inspection both Mary and her brother proved to be infested. No one was at home again to receive them. Both children remained by my room all day.

BILL

Bill arrived at school with extensive bruising about his cheeks, nose and forehead which he explained by saying that he had walked into a door. Mum came in to see the teacher and admitted that she had made the bruises after losing her temper with the child. The teacher reported the situation to me, and I began alerting procedures for a suspected/confirmed child abuse case. A social worker arrived from social services and went to see the mother concerned to ask about taking Bill to be examined by a doctor. At 3.15pm mother and social worker came to tell me that they were going to the doctor. A case conference of all interested agencies was called on March 15th.

The right to choose?

Brian Holmes has withdrawn his daughter from a maintained primary school unwilling to prepare her for a public school exam. Here he argues that parents are legally entitled to require this - a demand that is likely to grow as parents take advantage of the Government's assisted places scheme.



daughter had performed badly and that she had not been stimulated or taught to write creatively, love mathematics or enjoy reading - components I would have thought of any good general primary school education. I was unable to discover what mathematical skills she had been taught, and what she had not been taught. Her reading age, I discovered, varied between just above her chronological age and a good way below it. What we could not agree on was her ability - crucial to any argument that to prepare her

against that of reasonably well educated parents who are not unused to assessing academic ability and not unmindful of the distortions "love" can introduce into assessments of ability. It seemed to me that an IQ test would help us to diagnose the difficulties of an orally articulate child so we had it taken privately. It turned out to be 126 which put her about two years behind in terms of the reading level she was capable of. Under such circumstances what rights have parents? The head teacher said she would call in a reading specialist and conceded that my daughter had not been taught certain arithmetical skills. But no suggestion was made that my daughter would be helped to enter a school of our choice. Nothing apparently remained but to accept the head teacher's only suggestion that my daughter should "leave the school". I shall not risk sending her to another maintained primary school.

Professor Brian Holmes is head of the Department of Comparative Education at the University of London Institute of Education.

Learning the part

Teacher: (Hesitantly) Well... the point is that other people have been complaining that he smells.
Parent: What do you mean, smells?
Teacher: I know it's difficult but I'm worried for his sake. Have you noticed the problem at home?
Parent: Are you saying he doesn't wash? That's an insult. You should learn him not to smell him.
Teacher takes a deep breath and, reflecting wryly on the peculiarities of the profession, prepares to negotiate.
Four feet away two more adults face each other across a school desk.
Teacher: Yes, I do understand your concern, Mrs Lawrence, but I am never far away and I keep a close eye on what the student is doing with the class.
Mother: The trouble is that Karen has always enjoyed her English lessons with you but now they have a student teacher she just seems to have given up.
Teacher: (obviously embarrassed and with a grin that does not quite fit the occasion) Well, everybody has to start some time.
Similar conversations, some quite animated and others more relaxed are taking place around the room. There is a great deal of energy being devoted towards the various exchanges. An outsider might be impressed by the commitment but would be slightly puzzled as to why a parents' evening should be taking place at 11 o'clock on Tuesday morning.
The student teachers, however, enter wholeheartedly into the spirit of the event since they have accepted the idea of role play

as a learning/teaching technique. This particular exercise was offered as part of the PCE secondary course at the School of Education in the University of East Anglia.
There were three strands of thought in our minds when we first created this. They were firstly to deal with a practical area of the teaching job which can so easily be neglected in a training course. Secondly, we wanted to introduce the student teachers to some of the powerful effects of role play as a teaching device in a way which we feel is far more effective than simply telling them about it. Finally, and above all, by giving them the role of both teacher and parent we hoped to extend their understanding of the needs of both parties.
The necessary materials are very simple and consist of a teacher's information sheet and a matching set of cards for parents. On the teacher's sheet are details of a class of pupils in the last term of their third year when the selection of subject options is topical. Each child is given a surname, a grade for academic achievement and another for effort, together with a brief comment. For example in the case of the two conversations above the comments are: FOX: Academic C; Effort C. Smells. Other pupils complain. LAWRENCE: Academic C; Effort C. Student has been teaching the class for the last three weeks. Seems to be getting on reasonably well. Half the group is designated as teachers. They have the same sheet and are positioned behind desks around the room. They each write a label giving their name and subject and have a chair placed conveniently to receive a parent.
The remaining students take the role of parents. Each takes a parent card at random from a pile. In the example above, the Fox card simply reads "You have a good relationship with your child" and the Lawrence card says "Your child was getting on quite well but has complained that he/she has been confused and disorganised by the teaching of the

student who is on teaching practice at the school." They then introduce themselves to a teacher and by giving their child a first name indicate whether they are talking about a son or a daughter.
This process continues for three or so interviews. The parent takes on a different identity each time and moves from teacher to teacher. After this roles are exchanged.
Our intention has been to provide a flexible framework within which the encounters can develop. Much is left to the initiative of the participants. At the same time these situations represent a cross-section of those which we have experienced in reality.
Some interviews are difficult because there is very little to be said. We all know the feeling of trying to talk about the pupil who is well behaved, average in all respects and makes very little impact on the class.
Other situations relate to implied criticism of the parent or direct criticism of the teacher. Some confront the teacher with questions of professional loyalty and others involve a mismatch of expectations and perceptions.
As with so many successful teaching activities the basic idea is simple. Our student teachers enjoy the session and comment favourably on the experience. They understand its purpose and although they find the demands of the role play a little demanding they get a glimpse into the parent/teacher relationship with all its problems and possibilities. As a result of their participation we hope they will have a greater understanding of the potential of role play for involvement and learning.
Parent: ... but what does it teach them pretending to be a Viking? Why don't you give them some notes and teach them properly?
Bernard Ambrose, Jack Bull, Susan MacLennan
The authors are lecturers at the School of Education University of East Anglia, Norwich Hall, Norwich and are willing to share their materials with other teacher trainers who send a stamped addressed envelope.

resources

Invisible display

John A Barker reviews filmstrips for biology

Colour and Camouflage in Animals by John Fennell

This set provides a fine range of examples of colouration and different varieties of camouflage found in the animal kingdom.

Warning colouration is exhibited by a number of distasteful insects, as with the Tiger Moth, Arctia caja.

In other cases colour may provide a sign stimulus, as in the case of the red patch on the beak of a herring gull which elicits a pecking response in the gull chicks.

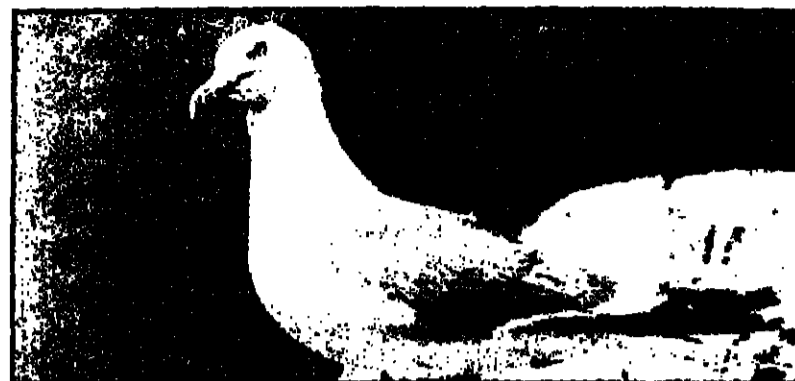
The larva of the Poplar Hawkmoth has body stripes that match the angle of the leaves arising from the poplar shoot.

disruptive colouration and animals that change colour. The overall standard of photography in this set is high.

Animal Classification Protozoa to Arthropoda. Echinoderms and Vertebrates by Julian Cremona

These two filmstrips (also available as slides) are intended to provide teachers with visual material from which to discuss the variety of animal life.

The second set devotes seven slides to echinoderms, two to protochordates and the rest to vertebrates.



The frog is from "Echinoderms and Vertebrates" and the Herring Gull Larus argentatus from "Colour and Camouflage in Animals"

Common biological systems

Biological Systems Photosynthesis. Hormones. Cell Respiration. Replication of Genetic Material. Enzymes. Biosynthesis. The Immune Response.

Compiled by T. Forder. Sets of 12 slides with teachers' notes, £4.10 each.

This series of slide folios for secondary students shows biological systems common to a wide variety of organisms.

In "Photosynthesis", the equation for the process is shown, then the structure of chloroplasts and chlorophyll, after which there are explanatory diagrams.

"Cell Respiration" follows a similar format. It covers energy flow (again with energy-rich bonds), anaerobic respiration, glycolysis, alcoholic fermentation, the structure and function of mitochondria, co-enzymes, electron transport, and Krebs cycle.

In the third set, the nature of enzymes is explored. Their characteristics are clearly set out and the slides also show the concepts of an active centre, allosteric enzymes and the genetic control of enzyme production.

Immunology is an area of growing importance in biology, so the inclusion of a slide set on this topic was a good idea.

Both plant and animal hormones are considered in the fifth set, with the numerical bias towards animals. And as there are relatively few visual aids on the topic, this set is to be welcomed.

The last two sets are closely linked. "Replication of Genetic Material" is more specifically concerned with DNA, its structure and replication, both at molecular and at chromosome level.

Overall this is a very interesting collection and the general standard of the graphics is high, so it is a pity that three or four of the examples need to be remade because of poor selection of background colour, or obvious corrections to the graphics.

The suggestions for follow-up work are occasionally irrelevant or even inaccurate, as in the suggestion to test for fats using osmic acid.

resources



Children from Middle Row Primary School, London, videotaping their contribution to the national Children's Video Competition sponsored by JVC (UK) and organized in association with the British Film Institute.

Hidden from history

by Liz Heron

Although library shelves are by now growing with the academic fruits of Women's Studies, for anyone tackling the notion of how women are "hidden from history" at classroom level for the first time, there may seem precious few resources to draw on.

The Poster Film Collective is a group of photographers, film-makers, designers and others, committed to producing educational resources within a perspective of social change.

The chronology begins with Feudalism and women's place within the social and economic order, moving on to explain how the witch-hunts were related to political upheavals, and to the social basis of women's role as healers.

Other areas covered are woman's place under Nazism, the Depression, and the aftermath, how women were written into the blueprint for the Welfare State.

One flaw mars this otherwise praiseworthy project. That is an excess of didacticism in the language that's used as an explanatory anchor in each poster.

NSPPC, as well as public bodies including the Information Office of the House of Commons, the IBA and the National Trust.

Each will be supported by a day-long conference. On July 6, a Schools Council team will discuss the World Studies 8-13 Project, while Lord Briggs will chair a seminar on Architectural Heritage organized by the Civic Trust.

Twenty five I.C.E.s within striking distance of Hereford have been sent details in the hope that many schools will not only want to visit the exhibitions but also contribute themselves.

Further details from Barry Homeles, Earlsfield, Leamington, Herefordshire.

Blues of the news

Roy Blatchford on "Middle English"

ETV Middle English ITV, Tuesday 9.53, Thursday 11.39.

During this third term of transition from "Writers' Workshop" to the freshly cast series "Middle English" there are four new programmes certain to capture the interests of 9-12 year-olds in very different ways.

"News Story" (April 27, 29) followed the work of a television reporter in setting up, recording and editing an item for the week-day local evening news programme, "Times News".

The documentary took us further behind the scenes into studio rehearsal and to the feverish activities of the director's control room.

"Stop Press" (May 4, 6) was an inspired production, devised and presented by poet Roger McGough, and on the improbable television subject of punctuation.

McGough's adventurous script further advanced the development of writing and the purpose of punctuation arising out of the oral tradition - by way of a splendid game of Chinese whispers - and his own delightfully observed ditty: "would be nice to be an apostrophe/floating above and hovering like a paper kite/in between the its".

The book advisory services of the National Book League have informed the old series "About Books" slots for some years, and the first part of this week's "Middle Pages" (May 18, 20) pays a visit to Book House itself, in south-west London, and to its annual Children's Books of the Year exhibition.

The second part of the programme featured the outstanding, illustrative work of Michael Foreman, filmed working with children at the NBL. His delicate line-drawings and beautifully mixed colours in such best-selling titles as "War and Peace" and "Panda's Puzzle" and "Trick a Tracker" (tale of the animal kingdom's early discovery of the skateboard) transferred excellently to the television screen, with dramatised readings to accompany them.

"Work" (June 8, 10) is the final new transmission of the year, and is a sensitively compiled and hard-hitting documentary about children's views on and attitudes to the worlds of work and unemployment.

Desperate divisions

by Victoria Neumark

The Brandt Report sold 100,000 copies in Britain. A World in Common (BBC Radio 4, Weds, 7.45pm) will have no news for that audience of uneasy liberals; it seems to be aimed at the first questioners of the sixth-former rather than the informed adult.

Its style is hectoring. It is far more effective to hear a Bengali minister say "aid is really debt repaid in the mind of Asia" than to be told it by the presenter, but either way we do not need to hear it twice.

The message of Brandt Report, that, as William Clark of the World Bank says, "the ship goes down as a whole" can be fuel to Reaganomics or the ameliorating capitalism of Edward Heath.

Nor are there, really, any "facts". The first programme "A World in Conflict" hinted as much in its comparison between the poverty of a Nepalese woman, old and wizened far beyond her 31 years and seven children, with a Glasgow housewife embittered by months of struggle with the DfSS.

However, the programme-makers' passion for reform was not content to lay out this complicated ground without comment, nor were their perceptions profound enough to provoke new insights.

Population, projected to touch a horrific 12 billion by the middle of next century, was the subject of the second in the series. It was interesting to hear that the Indian government was not prepared to admit that India was overpopulated, though it contains a fifth of the present world population.

China was barely touched on - surely of interest as a counter-example - and the relationship between prosperity and the birth-rate skated over. It is hard to escape the feeling that the World in Common team spent the greater part of their budget on a visit to India.

I am the last person to wish to deny the fascination of the Indian sub-continent. But no more than our own tiny island does it contain all the problems and all the answers. These problems that we have in common cannot be glossed over by focusing on regional experience, nor changed by exhortation.

media

Briefings Radio and tv

For schools Merry-Go-Round (Monday, 11.00, Wednesday, 14.40 BBC1)

The unit on "Energy" begins by showing eight and nine year olds how the "fuel fishers" explore and exploit North Sea oil.

Encounter Spain (Tuesday, 9.05 BBC1)

"Descubra" offers language work to second and third year students. "Encounter" concentrates on Spanish studies.

Finding Out (Wednesday, 11.02 ITV)

Seven to nine year olds study the home and daily life of Danish children and look at the country's history, culture and industry.

Nature (Wednesday, 14.45 VHF4)

Why are people frightened by spiders? What are the differences between them and other insects? Eight to ten year olds investigate.

My World (Thursday, 9.52 ITV)

Very young children learn how boats float and what is needed to propel them.

A Place to Live (Thursday, 9.35 ITV)

The over-eights concentrate on the life cycle of the garden spider.

Business Economics (Friday, 9.00 BBC1)

The last programme in this revision series for O level and CSE students.

That's Be Telling (Friday, 9.05 VHF4)

Paul Keens-Douglas introduces extracts from his poem, "Dark Nite People" and his novel, "When Moon Shines".

Religious Education (Friday, 14.20 VHF4)

"Christianity in Action" is a set of interviews on lives and careers.

Continuing education

Is There Life After School (Sunday, 10.35 BBC1)

A series looking at some of the efforts being made to bridge the gap between school and work.

Twentieth Century European Authors (Sunday, 16.00 VHF4)

Three programmes on German writers begin with the Kafka enigma "Metamorphosis".

Asian Links (Friday, 16.10 Radio 4) Members of the Asian communities in Britain talk about their countries of origin.

Steady state species

Transmutationism and the steady state theory of species. Interpretation of the fossil record.

The speakers here are Geoffrey Harper, a proponent of the steady state theory, and Arthur R J Cruickshank, a palaeontologist.

On the second side of the tape the speakers discuss their interpretation of the fossil record in greater detail.

stratigraphical markers, the A E Truman theory of the evolution of oysters, phyletic gradualism versus the punctuated equilibrium model, and finally the changes of ecosystems during geological history.

This tape provides a good opportunity for students to listen to a stimulating argument between two very articulate speakers, and if any of them felt that the fossil record offers solid proof of evolutionary theory they are unlikely to do so at this age.

The booklet provides a series of probing questions related to the speakers' viewpoints. Since the mechanism of evolution is once more becoming a topic for debate amongst professional biologists, this tape is timely.

The most obvious use is at sixth form level and in tertiary education, but it is essential that the audience has some background of evolutionary theory since a fair amount of knowledge is assumed.

Rods, joins and bits

by William Dale

Spacemaster 1: a construction kit Ian MacLennan. Oliver & Boyd, Robert Stevenson House, 1-3 Baxter's Place, Leith Walk, Edinburgh EH1 3BB. £13 plus VAT.

Some people, and with good reason, wince at the expression "educational toy". But Spacemaster 1 gives due emphasis to the toy as well as to the education.

The pleasantly non-technical approach is shown in the preference for words such as "bit" rather than "module", "element" or whatever. Here we have curved bits, corner bits, long bits and short bits - along with some more elaborate shapes, wheels, ladders, crosses and so on; all made from a soft, foam-like yellow and blue plastic.

There are three methods of joining these bits together using rods and joins made from other materials; and an almost infinite number of possible end products.

Establishing behaviour

by Nick Thomas

Look Visual perception materials by Wilfred Brennan, Jean Jackson and Juliet Reeve. Teachers handbook £2.50. Workbooks 30p and 35p each. Master stencil books £5.95 each. Stimulus cards £3.95. Pack of 10 pupil profile sheets £1.

The original Look materials were published in 1972. This considerably enlarged and revised version consists essentially of eight workbooks; a set of laminated stimulus cards for use with the books; duplicator masters of key pages from the books; a set of pupil profile sheets for the assessment and recording of individual children's performance; and a teachers' handbook.

The suggestions for follow-up work are occasionally irrelevant or even inaccurate, as in the suggestion to test for fats using osmic acid.

It is sensibly suggested that children be encouraged to explore the kit's possibilities in free play first. Only after this, and after discussion of the different bits, are the work cards to be introduced; with occasional return to free play.

At this point a further piece of ingenuity is introduced: the soft plastic bits will float in water without absorbing it. However, a set of washer-like metal rings is also provided; and as more of these are added to the soft bits, the construction will sink lower and lower in the water, until it finally disappears beneath the waves.

This is a tremendously attractive kit, number 1 of a series. The accompanying booklet is thorough and imaginative, and shows a real, fresh enjoyment and close observation of small children, as well as learning about shape and manipulation, reading, writing, and number skills can be developed through the Spacemaster 1.

This handbook is virtually a short textbook on the whole subject of visual perception and its development. It is written strictly, even sternly, from a behavioural-psychology viewpoint, and combines theoretical background with detailed teaching objectives for each level.

The tone comes over at times like Teaching For Doleks. "Reinforcement involves rewarding the pupil for behaviour which the teacher wants established or 'stamped in'... One can only get so far in understanding children's learning by treating them like overgrown rats."

In view of the strict rationalism of the teachers' handbook, it is surprising - or is it? - to find the workbooks illustrated in a style of unrestrained cuteness. They are also of all, despite the deep research of its producers, this is a dreadfully disappointing contribution to a field where good materials are urgently needed.

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London for trippers

An invitation to London Tape-slide pack, 60 minute tape, 55 colour slides. £15. Magle Carpet Productions, 27B Richmond Hill, Richmond, Surrey, TW10 6RE.

Happy the man whose picture of London is as rosy as that of Peter Davidson. You have to hand it to him - here is a tourist guide who genuinely feels that London, the proverbial tart with a heart of gold, is an exciting companion whose pleasures can be yours.

EUREKA!!! ADDEM VIDEO 80 Millers Street, Buxton, Derbyshire, N. Derbyshire. Tel: 0532 62824 / 62825

Vertical text on the left margin: "Ain't no life"

Public visibility

Liz Heron on a photographic gallery and workshop

It's only been a few months since the corrugated tin was finally removed from the front of the Camerawork premises in Bethnal Green's busy Roman Road, to reveal an expanse of glassy shop front and a spacious gallery interior. Yet the gallery itself has been open for two years, hidden behind the final stages of building work. This sudden public visibility is the culmination of a project that germinated in the mid-seventies, and grew more ambitious and expansive in pace with the boom in documentary photography and the burst of funding that gave it added growth and encouragement.

The climate has shifted dramatically as sources of funding have dried up. Now there's less room for experiment and fewer outlets for the kind of work that flourished only a few years ago. At Camerawork, however, the long haul of fundraising and organizing has paved the way for a much-needed focus of support for social documentary photography and for vital forms of photographic criticism. The project organises exhibitions in the gallery, administers touring shows and publishes the "Camerawork" journal. It also has the facilities to promote the use of photography in education and in community activities, with darkrooms that are open to individual members



Photo by TRISHA ZIFF of Youth Programmes and Activities in Bethnal Green, Tower Hamlets

and outside groups, at special concessionary rates for unemployed people, students, young people and Tower Hamlets residents. The darkrooms are no makeshift arrangements; they were originally modelled on the kind of facilities to

be found in a college offering a degree or diploma course in photography, and house an array of sophisticated equipment that can produce work to high technical standards. A communal darkroom that can accommodate a large group has nine

black and white enlargers and full printing, washing and drying facilities. Branching off it are five individual darkrooms, some with colour processing room, facilities for slide and print copying, dry mounting equipment and a laminating machine to seal and protect mounted photographs. In short what's needed to produce anything from a simple photograph to a complete and professionally finished exhibition. There's also a process camera and full facilities for the production of tape-slide shows.

Although the facilities at Roman Road have their doors open six days a week and there are three full-time darkroom workers on hand to offer help and advice, money still stands in the way of their potential being fulfilled. As worker, Richard Harris, observes, cuts have made schools see photography as a luxury activity.

One local school had to withdraw its students from a project that was being set up, simply because the money for photographic materials could not be found. Another school arranged for students to come on the understanding that they financed materials themselves, but the costs proved prohibitive, despite the cheaper-than-commercial prices Camerawork charges for its bulk-bought film and paper.

It's ironic that with the benefits of a massive capital outlay in equipment at their disposal, many of the educational groups that only a few years ago would have been in a position to take advantage of this no longer have the financial basis to do so. As a result the darkrooms are under-used.

Among those who have taken up what's on offer is a group of 15 to 16 year-olds on a "bridging course" from Danesford and Haggerston schools, where photography is used very much as a way of building confidence through the acquisition of a practical skill; a group of six young Asians from the Montefiore adult education centre in the heart of the East End Asian community; a group of teen-

age girls working with two women outreach workers attached to the Morpeth Youth Centre; and a group from the nearby intermediate education centre ("kids who've been thrown out of youth clubs" as Richard Harris explains) who've been using photography specifically to develop numerical skills.

The darkroom workers feel that it's early days and see their major role as building a community focus that will attract more interest in the project's work. The two new workers, Dave Gordon and Anna Kolpy, both unemployed until they started work at Camerawork in March on a one-year MSC scheme, are under-terred by financial obstacles and feel that fundraising will get done somehow, or that alternatively the darkrooms could subsidize those not in a position to pay, through the revenue brought in from better-off users and those attending classes.

Dave Gordon became interested in photography in his teens and was a volunteer helper in some of Camerawork's earlier activities. Now at 21 and after a long period of unemployment his first priority is to tackle the issue of unemployment, but with the camera in the hands of those that form the dile queues, and not simply focused on them. To this end he is organizing a photo-group for young unemployed people.

Anna Kolpy has experience of setting up a community resources centre in south London and is full of ideas for making the darkrooms' assets more accessible to people who could benefit from them and at the moment don't know how. She is running a ten-week practical workshop on images of "women's employment and unemployment" which involves taking pictures as well as darkroom work and studying existing imagery. This also feeds into a GLC-funded project to create an archive on women and unemployment which Anna Kolpy is coordinating. Other ideas in the pipeline include a social documentary group, a local history group and a group specializing in photomontage.

In addition they can always help in the gardens and greenhouses; about half learn judo and some go riding (for which parents pay extra). Pocket money of between 50p and 90p a week, depending on age, is allocated for the tuck shop and excursions into Hayswards Heath, particularly to the disco every Thursday. Contacts of this kind are encouraged and welcomed by the local community.

Prof. Albes is less involved in Downlands. She is now devoting more time to writing and she is well advanced on another book, on the roots of violence in society; she also plans books on Down's Syndrome and epilepsy. A large section of the Dyslexia book is devoted to the importance of routine screening. She suggests checks on all children at six months and three years.

"Motor skill dysfunctions detected at this early stage can usually be righted; but experience shows that untreated they easily lead to severe learning difficulties later on at school. "When the child himself, his parents and teachers are aware that reading problems are due to a dysfunction rather than mental handicap or sheer laziness, further psychological damage can be prevented. And I regard this damage as a far greater handicap, for it can dominate the child's whole schooling. "Moreover, only by analysing the causes of handicap is there any hope of prevention. I believe there are signs that the pattern of the child's information system is being increasingly distorted by the stress of modern life. And it is the duty of every one, particularly parents and teachers, to prevent any further deterioration".

"We strive to be "home" for every child and to help them build up happy relationships with both the staff and their peers". Mr Egford is also becoming increasingly aware of the need to educate the children for leisure. The majority arrive convinced that amusement must involve spending money. So he lays great emphasis on showing them how to rely on their own resources for entertainment. Snooker, table tennis, roller-skating both in the gym and 21/2-acre grounds, swimming, television and a record player for dancing are amongst the recreations provided. In

addition they can always help in the gardens and greenhouses; about half learn judo and some go riding (for which parents pay extra). Pocket money of between 50p and 90p a week, depending on age, is allocated for the tuck shop and excursions into Hayswards Heath, particularly to the disco every Thursday. Contacts of this kind are encouraged and welcomed by the local community.

The Child Under Stress - Dyslexia? by Zita M. Albes. Published by The Granary Press, Granary Lane, Buntingford, Devon. ISBN 0 86236 006 4 £6.75. Details of short courses for teachers in special education which Prof. Albes is organising, from 4 Victoria Mansions, 252 Terminus Road, Eastbourne. BN21 3DE.

Universal passion

Friends keep talking about Arno Stern. He is a genius with children they say; with him they develop the confidence to express themselves graphically. He is a researcher with an instinct for the original: his passion a concern with a world-wide language of form in drawing and painting. He is the possessor of unique documents on the most primitive forms of such expression. They lend me one of his books. It is, in part, an account of voyages to those few remaining spots on earth where western man has not imposed himself: the bush of Mauretania, the virgin forest of Peru, the Oaxaca area of Mexico, parts of the Niger, Guatemala, Ethiopia, Afghanistan.

colours in gouache. Stern himself, a pale, thin man of 57, darts backwards and forwards, dark eyes alight. He pulls out books from a cupboard to back up his argument that children's capacity for graphic expression is stifled by "expert" analysis.

Arno Stern has spent many years travelling the world, looking at the way children express themselves in their art. Anne Corbett went to see him in Paris

"Look at this book", he explodes. "Yellow the colour of tragedy", a house with only one chimney indicates a child is conscious of having only one parent. And that by someone with a research doctorate!

He insists he is not a teacher imposing his standards on his "pupils". Nor is he an analyst. He is their "servant", producing for them paper, paint and drawing pins to fix their work to the walls. Can we see one of his groups in action? "No." Can we at least see their work? "It isn't made to be shown."

In one of his books he admits old friends find he's grown intransigent. But, he pleads, "the cause is so important: to defend the right to self-expression, to point the finger at those who are destroying it by their teaching and their theories." As he talks about the way the groups work, mixed in age from 5 to 50, he paints a beguiling picture of cooperation, absorption and self-confidence, engendered by this chance to "be themselves".



Children at work, photographed by Arno Stern in Ethiopia, Guatemala, Afghanistan and Peru.



Arno Stern can be contacted at 30 rue de Grenelle, 75007 Paris, tel (1) 548 7355. His books include: L'Expression, ou L'Homo Vulcanus, 1973, revised 1975; Le Monde des Autres, 1974; Antonin et La Mémoire Organique 1978. (all published by Delachaux et Niestlé, Neuchâtel and Paris).



Gillian Thomas talks to Zita Albes, author of "The Child Under Stress"

Dyslexia and root causes

For more than 40 years children with learning difficulties - whatever the reason - have been the concern of Zita Albes. A child psychologist, she has become a leading authority on emotionally disturbed schoolchildren.

In *The Child Under Stress*, she provides a practical guide for teachers and parents on how many difficulties, which frequently lead to forms of dyslexia, can be overcome.

"The amazing thing is that while we are all anxious to find out exactly what is wrong with children who have difficulty in learning to read and write, we are not even agreed on whether dyslexia as such exists, and, if it does, what it means."

"It covers numerous types of disorder - emotional, physical and neurological. In most cases, I believe the causes are the result of interaction of the neurological and psychological factors. So the treatment involves analysing root causes and needs to be comprehensive."

Prof. Albes practises her special approach at Downlands College, Hayswards Heath, which she founded in 1972 originally in Brighton. It is a residential school for emotionally disturbed children, with learning difficulties and became an educational trust in 1974.

Since then nearly 140 children between eight and 19 have attended it. Most are referred through local and social services, but a few, including some from abroad, are sent privately.

After an initial assessment, a programme combining education and

therapy is worked out for each child. It includes specially-devised exercises to remedy their motor dysfunctions and close attention is also paid to diet.

For formal schooling the children are taught in small groups according to their maturity and age; invariably they need remedial work in reading and writing. There is a strong emphasis on practical work too, with daily classes in subjects like cookery, needlework, carpentry, art and craft. In addition sessions of psychodrama, art and music therapy take place regularly, as well as group discussions. The aim is to involve the children in "each others' problems and so encourage them to help each other."

Many go on to take GSE and O-level examinations, while others return to normal schools. Currently 10 of the 30 children (three-quarters of whom are boys) are following City and Guilds Phase 1 courses in horticulture, in cooperation with Plumpton Agricultural College. There is a similar course in catering.

Remarkably, only four children have so far failed to respond and have had to leave because they required specific medical treatment. Prof. Albes herself strongly maintains that recourse to drugs is not the answer to emotional problems. Nor is any punishment used at Downlands.

"If a child smashes a window there is a reason for it. I believe your mind find out what it is," she says.

"This may well involve social factors previous tensions in family background. So we believe very much in the cooperation of parents and social workers."

Prof. Albes, who is 63, trained originally in child psychology and social pedagogy in Budapest. In the late 1930's she was involved with one of the first hospitals for handicapped children in Yugoslavia and then after the war worked amongst refugees for the United Nations and other organisations concerned with rehabilitation. She settled in Eastbourne in 1969 to be near her daughter who is married to an Englishman.

In fact Downlands has just undergone a radical change, forced by financial pressures. This month, while retaining its function as a school, it has become a full-time residential home as well. The problems of the children sent there are broader. Apart from learning difficulties, many manifest behavioural problems as well.

More care staff are being recruited. At present there are six of them and also six teachers. In addition the facilities are being expanded to accommodate up to 36 children.

"We shall, of course, retain the same approach to the children's emotional and educational problems and maintain our informal family atmosphere", stresses John Egford who has been the Headmaster throughout.

"We strive to be "home" for every child and to help them build up happy relationships with both the staff and their peers".

Mr Egford is also becoming increasingly aware of the need to educate the children for leisure. The majority arrive convinced that amusement must involve spending money. So he lays great emphasis on showing them how to rely on their own resources for entertainment.

Snooker, table tennis, roller-skating both in the gym and 2 1/2-acre grounds, swimming, television and a record player for dancing are amongst the recreations provided. In

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Pocket money of between 50p and 90p a week, depending on age, is allocated for the tuck shop and excursions into Hayswards Heath, particularly to the disco every Thursday. Contacts of this kind are encouraged and welcomed by the local community.

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"We strive to be "home" for every child and to help them build up happy relationships with both the staff and their peers".

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Special case file

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Classified Advertisement and Semi-display Rates:
 Single Column £1.70 per line (min 3 lines)
 Classified Display £9.70 per s.c.c. (min. 9.5 cm x 2 £184.30).
 Box number facility £4.00.
 Copy deadline (space permitting) Monday preceding Friday of publication.

Nursery Education

CAMBRIDGE
JOINT COLLEGE NURSERY
 HEAD required for Joint College Nursery, 233 Cambridge Road, Cambridge, CB3 9UJ. Details on request. Tel: 0223 555555.

Other Appointments

KIRKLEES
METROPOLITAN COUNCIL NURSERY SCHOOL
 HEAD required for Joint College Nursery, 233 Cambridge Road, Cambridge, CB3 9UJ. Details on request. Tel: 0223 555555.

NEWHAM
LONDON BOROUGH OF NEWHAM
 THOMAS NURSERY SCHOOL, 100 Newham Road, London E12 6JL. Head Teacher: Mrs V. G. Sutton. Applications on roll 180 (part-time). NURSERY TEACHER. Required September 1982. The school is organized in 3 classes. Each class has a teacher plus two nursery nurses. Information is available from the Director of Education, Telephone: 01-559 1199. Applications forms (a.s.c.) available from the Director of Education, 100 Newham Road, London E12 6JL. Tel: 01-559 1199.

Primary School Education
Headships

AVON COUNTY EDUCATION DEPARTMENT
JOHN'S R.C. PRIMARY SCHOOL
 100 Newham Road, Bath BA2 4EZ. Head Teacher: Mrs V. G. Sutton. Applications on roll 180 (part-time). NURSERY TEACHER. Required September 1982. The school is organized in 3 classes. Each class has a teacher plus two nursery nurses. Information is available from the Director of Education, Telephone: 01-559 1199. Applications forms (a.s.c.) available from the Director of Education, 100 Newham Road, London E12 6JL. Tel: 01-559 1199.

BROMLEY
LONDON BOROUGH OF BROMLEY
 HIGH GATE PRIMARY SCHOOL, High Gate, Bromley, Kent. Applications are invited from suitably qualified and experienced teachers for the above post, available from September 1982 or as soon as possible thereafter. Application forms and further details available from the Director of Education, Bromley Lakes, Bromley, Kent SE16 6JH (Telephone: 01-855 3111). Closing date 11th June 1982.

BRENT
LONDON BOROUGH OF BRENT
 JOSEPH'S R.C. INFANTS SCHOOL, 100 Newham Road, Wembley. Applications are invited from suitably qualified and experienced teachers for the above post, available from September 1982 or as soon as possible thereafter. Application forms and further details available from the Director of Education, Brent Lakes, Brent, London W9 1JH (Telephone: 01-855 3111). Closing date 11th June 1982.

BROMLEY
LONDON BOROUGH OF BROMLEY
 HIGH GATE PRIMARY SCHOOL, High Gate, Bromley, Kent. Applications are invited from suitably qualified and experienced teachers for the above post, available from September 1982 or as soon as possible thereafter. Application forms and further details available from the Director of Education, Bromley Lakes, Bromley, Kent SE16 6JH (Telephone: 01-855 3111). Closing date 11th June 1982.

County of Cleveland
PRIMARY SCHOOL
Head Teacher (Group 5)
 SKELTON INFANT SCHOOL
 Skilton Lane, Skilton, Cleveland TS12 2LR.
 Required for September 1982 or as soon as possible thereafter a suitably qualified and experienced teacher for this well established school. The school is housed in modern buildings providing open plan accommodation, including nursery provision.
 Forms of application and further details are obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middleborough, Cleveland TS1 3BN.
 Letters of application should include details of education, training, qualifications, and experience, together with the names and addresses of two referees.
 Financial assistance with household removal expenses is available in approved cases.
 Closing date: 11th June, 1982.

SURREY COUNTY COUNCIL
FRINGE AREA LONDON ALLOWANCE £213 p.a. THROUGHOUT THE COUNTY.
 Generous relocation expenses in approved cases.
 Temporary housing may be available.
 Complete "Surrey Vacancy List" available on request.

HEADSHIPS
BEACON HILL COUNTY FIRST
 Headteacher required September 1982 or as soon as possible thereafter for this Group 2 First School for pupils aged 5-7 years.
 Estimated N.O.R. (January 1983) 70.
 Salary scale £8,541-£9,471 p.a.

HALE COUNTY MIDDLE
 Head Teacher required September 1982 or as soon as possible thereafter for this Group 6 Middle School for pupils aged 8-12 years.
 Estimated N.O.R. (January 1983) 381.
 Application forms and further details for these posts available from the County Education Officer, County Hall, Woodlands Road, Middleborough, Cleveland TS1 3BN. Letters of application should include details of education, training, qualifications and experience, together with the names and addresses of two referees.
 Closing date: 4th June, 1982.

ilea Inner London Education Authority
HEADSHIP
ROBERT OWEN (N) SCHOOL
 CONLEY STREET, BLACKWALL LANE, SE10 0EB
 Applications are invited from teachers with training and experience in nursery education for the headship of this school which is now vacant. Roll 41 full time and 83 part time. Burnham group 2; plus Inner London allowance.
 Please send foolscap a.s.c. for application form and further details to the Education Officer, EOT/ST/08A, County Hall, London SE1 7PB. Closing date for the return of completed application forms 4 June.

WARWICKSHIRE
HEADSHIPS
 Applications are invited from suitably qualified and experienced teachers for the following Headships of first schools with effect from January 1983:

CEDARS FIRST SCHOOL
 Trenance Road, Eshill, Coventry CV7 9FJ
 Group 4, 178 on roll

GLENDALE FIRST SCHOOL
 Skye Close, Nuneaton CV10 7LW
 Group 8, 384 on roll

MILBY FIRST SCHOOL
 Higham Lane, Nuneaton CV11 9AP
 Group 4, 141 on roll

Application forms and further details may be obtained on request, stating clearly the post(s) in which you are interested, from the County Education Officer, 22 Northgate Street, Warwick CV34 4SP (tel: 059377), to whom completed forms should be returned by 11th June, 1982.

The Borough is within easy reach of Central London and bordered by Epping Forest.
 REQUIRED FOR JANUARY 1983 OR EARLIER IF POSSIBLE

DOWNSSELL JUNIOR SCHOOL
 Downsell Road, London E15 2BS
Headteacher
 Group 6: £11,022-£12,129 plus Outer London Allowance £498, plus Social Priority Allowance £201/£276.
 Roll 350
 Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher. Closing date: June 4th.
 Application forms obtainable (on receipt of a large s.a.c.) from and returnable to the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E15 2QJ.

AN EQUAL OPPORTUNITY EMPLOYER
 Applicants are considered for their suitability for the post regardless of disability, sex, race and marital status.

Waltham Forest

SURREY COUNTY COUNCIL
HEADSHIPS
BEACON HILL COUNTY FIRST
 Headteacher required September 1982 or as soon as possible thereafter for this Group 2 First School for pupils aged 5-7 years.
 Estimated N.O.R. (January 1983) 70.
 Salary scale £8,541-£9,471 p.a.

HALE COUNTY MIDDLE
 Head Teacher required September 1982 or as soon as possible thereafter for this Group 6 Middle School for pupils aged 8-12 years.
 Estimated N.O.R. (January 1983) 381.
 Application forms and further details for these posts available from the County Education Officer, County Hall, Woodlands Road, Middleborough, Cleveland TS1 3BN. Letters of application should include details of education, training, qualifications and experience, together with the names and addresses of two referees.
 Closing date: 4th June, 1982.

County of Cleveland
PRIMARY SCHOOLS
Head Teacher (Group 6)
 WHINNEY BANKS JUNIOR SCHOOL, Falkingham Avenue, Middleborough, Cleveland TS5 4QG.
 Required for September 1982 or as soon as possible thereafter. The school has ample single-storey accommodation in a building complex which also houses infant and secondary school and extends amidst spacious playing fields.

Head Teacher (Group 6)
 DORMANSTON PRIMARY SCHOOL, South Avenue, Dormanston, Redcar, Cleveland TS10 1VL.
 Required for September 1982 or as soon as possible thereafter. Applications are invited from suitably qualified and experienced teachers for this primary school, amalgamated in September 1980 from separate junior and infant schools and accommodated in recently remodelled premises. The school incorporates a 30 place nursery and an assessment unit.
 Estimated N.O.R. (January 1983) 211.
 Salary scale £11,022-£12,129 p.a.
 Application forms and further details for these posts available from the County Education Officer, County Hall, Woodlands Road, Middleborough, Cleveland TS1 3BN. Letters of application should include details of education, training, qualifications and experience, together with the names and addresses of two referees.
 Closing date: 4th June, 1982.

County of Cleveland
DEPUTY HEADSHIP
COOMBE ROAD FIRST/MIDDLE SCHOOL
 Coombe Road, Brighton BN2 4ED
 Required for September 1982, if possible, Deputy Head of this Group 6 school, to take responsibility primarily for the day-to-day running of the First School. Candidates should preferably have some experience of the organisation of a Middle/Junior School.
 Relocation grant scheme available in approved cases. Application forms and further details (see page) from: The County Education Officer, (Ref. PW), Education Department, County Hall, St. Anne's Crescent, Lewes BN7 1BQ. Completed forms should be returned as indicated in the details supplied. Closing date for all posts: 4th June, 1982.

PRIMARY HEADSHIPS
 please see displayed advertisement on page 55. (39189) 110010

DEVON
BROMLEY
 LONDON BOROUGH OF BROMLEY
 HIGH GATE PRIMARY SCHOOL, High Gate, Bromley, Kent SE16 6JH. Applications are invited from suitably qualified and experienced teachers for the above post, available from September 1982 or as soon as possible thereafter. Application forms and further details available from the Director of Education, Bromley Lakes, Bromley, Kent SE16 6JH (Telephone: 01-855 3111). Closing date 11th June 1982.

DORSET
 UPTON JUNIOR SCHOOL, St. Martin's Road, Dorchester. (Age range 7-11)
 HEAD TEACHER required for 1982. Applications forms and further details for this post, available from the Director of Education, Dorchester Education Office, Portland House, Upton Hill, Dorchester, Dorset DT1 1JH. Closing date 11th June 1982.

DORSET
 ST MARY'S CE (CONTROLLED) PRIMARY SCHOOL, Bradford Abbas, Sherborne. (Age range 5-11)
 HEAD TEACHER required for 1982. Applications forms and further details for this post, available from the Director of Education, Sherborne Education Office, Sherborne, Dorset DT1 1JH. Closing date 11th June 1982.

BUCKINGHAMSHIRE
 MILTON KEYNES DIVISION
 MIDDLE SCHOOL, Milton Keynes. Applications are invited for the above post, available from September 1982 or as soon as possible thereafter. Application forms and further details available from the Director of Education, Milton Keynes Education Office, Milton Keynes, Bucks MK1 1JH. Closing date 11th June 1982.

DEVON
 CALDERDALE
 METROPOLITAN BOROUGH EDUCATION DEPARTMENT
 CALDERDALE PRIMARY SCHOOL, Calderdale, Halifax HX2 8JH. A well-qualified and experienced teacher is required for the above post, available from September 1982 or as soon as possible thereafter. Application forms and further details available from the Director of Education, Calderdale Education Office, Calderdale, Halifax HX2 8JH. Closing date 11th June 1982.

HAMPSHIRE
 REDLANDS COUNTY INFANTS SCHOOL, Redlands, Southampton. Applications are invited from suitably qualified and experienced teachers for the above post, available from September 1982 or as soon as possible thereafter. Application forms and further details available from the Director of Education, Redlands, Southampton. Closing date 11th June 1982.

HAMPSHIRE
 ST JOHN'S CE (CONTROLLED) INFANT SCHOOL, Southampton. Applications are invited from suitably qualified and experienced teachers for the above post, available from September 1982 or as soon as possible thereafter. Application forms and further details available from the Director of Education, Southampton. Closing date 11th June 1982.

CUMBRIA
 COUNTY COUNCIL
 SCHOOL PRIMARY, Skelton. Applications are invited from suitably qualified and experienced teachers for the above post, available from September 1982 or as soon as possible thereafter. Application forms and further details available from the Director of Education, Skelton. Closing date 11th June 1982.

HAMPSHIRE
 SOUTH VIEW COUNTY INFANT SCHOOL, Southampton. Applications are invited from suitably qualified and experienced teachers for the above post, available from September 1982 or as soon as possible thereafter. Application forms and further details available from the Director of Education, Southampton. Closing date 11th June 1982.

DERBYSHIRE
 COUNTY COUNCIL
 STAVELY JUNIOR INFANTS SCHOOL, Derby. Applications are invited from suitably qualified and experienced teachers for the above post, available from September 1982 or as soon as possible thereafter. Application forms and further details available from the Director of Education, Derby. Closing date 11th June 1982.

HERTFORDSHIRE
 COUNTY COUNCIL
 STAVELY JUNIOR INFANTS SCHOOL, Hertfordshire. Applications are invited from suitably qualified and experienced teachers for the above post, available from September 1982 or as soon as possible thereafter. Application forms and further details available from the Director of Education, Hertfordshire. Closing date 11th June 1982.

HUMBERSIDE
 EDUCATION COMMITTEE
 INFANTS DIVISION
 Queen Mary Avenue, Humberside. Applications are invited from suitably qualified and experienced teachers for the above post, available from September 1982 or as soon as possible thereafter. Application forms and further details available from the Director of Education, Humberside. Closing date 11th June 1982.

NEWHAM
 LONDON BOROUGH OF NEWHAM
 THOMAS NURSERY SCHOOL, 100 Newham Road, London E12 6JL. Head Teacher: Mrs V. G. Sutton. Applications on roll 180 (part-time). NURSERY TEACHER. Required September 1982. The school is organized in 3 classes. Each class has a teacher plus two nursery nurses. Information is available from the Director of Education, Telephone: 01-559 1199. Applications forms (a.s.c.) available from the Director of Education, 100 Newham Road, London E12 6JL. Tel: 01-559 1199.

NORTHAMPTONSHIRE
 ST GREGORY'S R.C. (CONTROLLED) PRIMARY SCHOOL, Northampton. Applications are invited from suitably qualified and experienced teachers for the above post, available from September 1982 or as soon as possible thereafter. Application forms and further details available from the Director of Education, Northampton. Closing date 11th June 1982.

SANDWELL
 METROPOLITAN BOROUGH OF SANDWELL
 WOOD GREEN JUNIOR SCHOOL, Sandwell. Applications are invited from suitably qualified and experienced teachers for the above post, available from September 1982 or as soon as possible thereafter. Application forms and further details available from the Director of Education, Sandwell. Closing date 11th June 1982.

SHEFFIELD
 EDUCATION DEPARTMENT
 HEAD TEACHER (GROUP 5) required for September 1982 or as soon as possible thereafter. Applications forms and further details available from the Director of Education, Sheffield. Closing date 11th June 1982.

ST. HELENS
 EDUCATION COMMITTEE
 HEAD TEACHER (GROUP 5) required for September 1982 or as soon as possible thereafter. Applications forms and further details available from the Director of Education, St. Helens. Closing date 11th June 1982.

OXFORDSHIRE
 COUNTY COUNCIL
 PRIMARY SCHOOL, Oxford. Applications are invited from suitably qualified and experienced teachers for the above post, available from September 1982 or as soon as possible thereafter. Application forms and further details available from the Director of Education, Oxford. Closing date 11th June 1982.

WEST SUSSEX
 NORTHCHAMPEL COUNTY FIRST SCHOOL, Northchapel, Poole. Applications are invited from suitably qualified and experienced teachers for the above post, available from September 1982 or as soon as possible thereafter. Application forms and further details available from the Director of Education, Northchapel. Closing date 11th June 1982.

AVON COUNTY EDUCATION DEPARTMENT
 EAST TWERTON INFANTS SCHOOL, East Twerton. Applications are invited from suitably qualified and experienced teachers for the above post, available from September 1982 or as soon as possible thereafter. Application forms and further details available from the Director of Education, East Twerton. Closing date 11th June 1982.

WILTSHIRE
 FIGHERDEAN C OF C CONTROLLED W.I. SCHOOL, Wiltshire. Applications are invited from suitably qualified and experienced teachers for the above post, available from September 1982 or as soon as possible thereafter. Application forms and further details available from the Director of Education, Wiltshire. Closing date 11th June 1982.

BARKING
 LONDON BOROUGH OF BARKING AND DAGENHAM
 INFANTS SCHOOL (Roll 1100) required for September 1982 or as soon as possible thereafter. Applications forms and further details available from the Director of Education, Barking and Dagenham. Closing date 11th June 1982.

BARNET
 LONDON BOROUGH OF BARNET
 BARNET JUNIOR INFANTS SCHOOL, Barnet. Applications are invited from suitably qualified and experienced teachers for the above post, available from September 1982 or as soon as possible thereafter. Application forms and further details available from the Director of Education, Barnet. Closing date 11th June 1982.

DEPUTY HEADSHIPS
Second Masters/Mistresses

PRIMARY DEPUTY HEADS continued

BRENT LONDON BOROUGH OF BURNHAM INFANTS SCHOOL... DEPUTY HEAD (Group 5)...

BUCKINGHAMSHIRE

MILTON KEYNES DIVISION COMBINED SCHOOLS... DEPUTY HEAD (Group 5)...

CALDERDALE

METROPOLITAN BOROUGH OF EDGEMOND... DEPUTY HEAD (Group 5)...

GLOUCESTERSHIRE

GLoucester Junior... DEPUTY HEAD (Group 5)...

BRENT

LONDON BOROUGH OF BURNHAM INFANTS SCHOOL... DEPUTY HEAD (Group 5)...

SUNDERLAND

DEPUTY HEAD (Group 5)...

BUCKINGHAMSHIRE

MILTON KEYNES DIVISION COMBINED SCHOOLS... DEPUTY HEAD (Group 5)...

DEPUTY HEAD

also required for The Redgate Middle School... Application forms and further details for this post from The Area Education Officer...

GLOUCESTERSHIRE

COALWAY INFANTS SCHOOL... DEPUTY HEAD (Group 5)...

NEWHAM

LONDON BOROUGH OF NEWHAM... DEPUTY HEAD (Group 5)...

NORTHAMPTONSHIRE

DAVENTRY SOUTHBROOK NORTHAMPTONSHIRE... DEPUTY HEAD (Group 5)...

ST. HELENS

EDUCATION COMMITTEE DEPUTY HEAD TEACHER... DEPUTY HEAD (Group 5)...

GLOUCESTERSHIRE

GLoucester Junior... DEPUTY HEAD (Group 5)...

SUNDERLAND

DEPUTY HEAD (Group 5)...

BUCKINGHAMSHIRE

MILTON KEYNES DIVISION COMBINED SCHOOLS... DEPUTY HEAD (Group 5)...

DEPUTY HEAD

also required for The Redgate Middle School... Application forms and further details for this post from The Area Education Officer...

WEST SUSSEX

ST MARY'S C.E. JUNIOR SCHOOL... DEPUTY HEAD (Group 5)...

WILTSHIRE

ALDREATH, ST. MICHAEL'S C.E. JUNIOR SCHOOL... DEPUTY HEAD (Group 5)...

WILTSHIRE

MINSTER C.E. CONTROLLED J. & I. 3 Victoria Street... DEPUTY HEAD (Group 5)...

AVON

COUNTY OF AVON EDUCATION DEPARTMENT... DEPUTY HEAD (Group 5)...

BARKING

LONDON BOROUGH OF BARKING... DEPUTY HEAD (Group 5)...

BUCKINGHAMSHIRE

MILTON KEYNES DIVISION COMBINED SCHOOLS... DEPUTY HEAD (Group 5)...

Scale 1 Posts

BUCKINGHAMSHIRE MILTON KEYNES DIVISION COMBINED SCHOOLS... DEPUTY HEAD (Group 5)...

BUCKINGHAMSHIRE

MILTON KEYNES DIVISION COMBINED SCHOOLS... DEPUTY HEAD (Group 5)...

CAMBRIDGESHIRE

CAMBRIDGE AREA EDUCATION COMMITTEE... DEPUTY HEAD (Group 5)...

CAMBRIDGESHIRE

DEPUTY HEAD (Group 5)...

EAST SUSSEX

COUNTY OF EAST SUSSEX EDUCATION COMMITTEE... DEPUTY HEAD (Group 5)...

HARROW

CHIMNEY FARM AND WELDON PARK INFANT SCHOOLS... DEPUTY HEAD (Group 5)...

KIRKLEES

METROPOLITAN COUNCIL... DEPUTY HEAD (Group 5)...

NORTHAMPTONSHIRE

DEPUTY HEAD (Group 5)...

Scale 1 Posts

BUCKINGHAMSHIRE MILTON KEYNES DIVISION COMBINED SCHOOLS... DEPUTY HEAD (Group 5)...

WARWICK

WARWICK SCHOOLS... DEPUTY HEAD (Group 5)...

CAMBRIDGESHIRE

CAMBRIDGE AREA EDUCATION COMMITTEE... DEPUTY HEAD (Group 5)...

CAMBRIDGESHIRE

DEPUTY HEAD (Group 5)...

EAST SUSSEX

COUNTY OF EAST SUSSEX EDUCATION COMMITTEE... DEPUTY HEAD (Group 5)...

HILLINGDON

LONDON BOROUGH OF HILLINGDON... DEPUTY HEAD (Group 5)...

HARROW

CHIMNEY FARM AND WELDON PARK INFANT SCHOOLS... DEPUTY HEAD (Group 5)...

KIRKLEES

METROPOLITAN COUNCIL... DEPUTY HEAD (Group 5)...

NORTHAMPTONSHIRE

DEPUTY HEAD (Group 5)...

Scale 1 Posts

BUCKINGHAMSHIRE MILTON KEYNES DIVISION COMBINED SCHOOLS... DEPUTY HEAD (Group 5)...

Middle School Education

Headships... DEPUTY HEAD (Group 5)...

Headships

DEPUTY HEAD (Group 5)...

Headships

DEPUTY HEAD (Group 5)...

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DEPUTY HEAD (Group 5)...

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DEPUTY HEAD (Group 5)...

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DEPUTY HEAD (Group 5)...

Headships

DEPUTY HEAD (Group 5)...

Headships

DEPUTY HEAD (Group 5)...

MIDDLE SCHOOL Education continued

Mathematics

Head of Department... DEPUTY HEAD (Group 5)...

Heads of Department

DEPUTY HEAD (Group 5)...

Headships

DEPUTY HEAD (Group 5)...

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DEPUTY HEAD (Group 5)...

Headships

DEPUTY HEAD (Group 5)...

Other than by Subject Classification

Scale 2 Posts and above... DEPUTY HEAD (Group 5)...

Scale 1 Posts

DEPUTY HEAD (Group 5)...

Scale 1 Posts

DEPUTY HEAD (Group 5)...

Scale 1 Posts

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Scale 1 Posts

DEPUTY HEAD (Group 5)...

BUCKINGHAMSHIRE

BUCKINGHAMSHIRE EDUCATION COMMITTEE... DEPUTY HEAD (Group 5)...

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SHROPSHIRE EDUCATION COMMITTEE... DEPUTY HEAD (Group 5)...

SURREY COUNTY COUNCIL logo and text: FRINGE AREA LONDON ALLOWANCE £213 p.a. THROUGHOUT THE COUNTY

LEICESTERSHIRE WIGSTON DISTRICT LECTON COLLEGE logo and text: SENIOR TEACHER (re-advertisement)

WARLINGHAM COUNTY SECONDARY SCHOOL logo and text: Head Teacher required January 1983, or earlier if possible, for this Group 11 Mixed Comprehensive School for pupils aged 12-18 years.

ilea Inner London Education Authority logo and text: HEADSHIP ELLIOTT (SM) SCHOOL PULLMAN GARDENS LONDON SW15 3DG

NEWCASTLE UPON TYNE CITY OF NEWCASTLE UPON TYNE EDUCATION COMMITTEE logo and text: DEPUTY HEAD (Group 5)

WARWICKSHIRE POLESWORTH SCHOOL logo and text: Appointment of HEAD Group 11 from January 1983

DEPUTY HEADSHIPS Second Masters/Mistresses logo and text: DEPUTY HEAD (Group 5)

REMEDIAL POSTS NORTH YORKSHIRE COUNTY COUNCIL logo and text: DEPUTY HEAD (Group 5)

SOMERSET CRISPIN SCHOOL STREET HEAD logo and text: for this 11-16 mixed comprehensive school, 1169 on roll. Appointment to commence January 1983.

Application forms and details (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY. Closing date: 4th June, 1982.

Tiffin Girls School Kingston-upon-Thames logo and text: Applications are invited for the post of

HEAD which will become vacant on the retirement of Miss E. J. Davis, B.Sc., M.Sc in September 1982. Tiffin Girls School is a selective Grammar School (Group 10) with 711 Girls on roll, including 148 in the 6th form.

Further particulars may be obtained from the Head of Schools Service, Directorate of Education and Recreation, Guildhall, Kingston upon Thames, Surrey KT1 1EU. The closing date for applications is 2 weeks after the appearance of this advertisement.

HEADSHIP Group 12 STRATTON UPPER SCHOOL AND COMMUNITY COLLEGE Eagle Farm Road, Biggleswade Bedfordshire

From September 1982 or as soon as possible thereafter. Applications are invited from suitably qualified and experienced teachers for the Headship of the Group 12 Upper School and Community College. Estimated number on roll, September 1982: 1,095 pupils aged 13-18 plus years.

Stratton Upper School is a large, mixed, rural comprehensive Upper School serving the east of the County. It shares sports and music facilities with the Community and has a 9-acre School Farm on site.

Application forms and further details are available from the Chief Education Officer, County Hall, Bedford. Closing date: 4th June, 1982.

Bedfordshire COUNTY COUNCIL logo

HEADSHIP Group 12

Application forms and details (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY. Closing date: 4th June, 1982.

Application forms and details (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY. Closing date: 4th June, 1982.

Application forms and details (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY. Closing date: 4th June, 1982.

Application forms and details (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY. Closing date: 4th June, 1982.

SEC REMEDIAL continued

Scale 2 Posts and above

YORKSHIRE
RE ADVERTISEMENT
WOODEN CLOUGH HIGH SCHOOL
1982-83
Required for January 1983.

Scale 1 Posts

CAMBRIDGESHIRE
BINGHAM ROAD SCHOOL
Scale 1 teacher of Remedial Education...

CAMBRIDGESHIRE
CANNING AREA SCHOOL
Scale 1 teacher of Remedial Education...

CORNWALL
EDUCATION COMMITTEE
There is a vacancy for a teacher...

DONCASTER
ST. MICHAEL'S SCHOOL
Scale 1 teacher of Remedial Education...

DORSET
DEAMINSTER SCHOOL
Scale 1 teacher of Remedial Education...

LEICESTERSHIRE
JOHN CLEVELAND
Scale 1 teacher of Remedial Education...

LONDON
NICK ALFRED SCHOOL
Scale 1 teacher of Remedial Education...

NEWCASTLE UPON TYNE

EDUCATION COMMITTEE
RE ADVERTISEMENT
REMEDIAL TEACHER
Scale 2 post...

NEWHAM
LONDON BOROUGH OF NEWHAM
Scale 1 teacher of Remedial Education...

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
Scale 1 teacher of Remedial Education...

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
Scale 1 teacher of Remedial Education...

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
Scale 1 teacher of Remedial Education...

WALTHAM FOREST
LONDON BOROUGH OF WALTHAM FOREST
Scale 1 teacher of Remedial Education...

WEST SUSSEX
MAZZEWICK SCHOOL
Scale 1 teacher of Remedial Education...

WEST SUSSEX
THE AUGMERSH SCHOOL
Scale 1 teacher of Remedial Education...

By Subject Classification

Arts and Design

BRENT
LONDON BOROUGH OF BRENT
Scale 1 teacher of Arts and Design...

BERKSHIRE
KINGSTON COMPREHENSIVE SCHOOL
Scale 1 teacher of Arts and Design...

CORNWALL
EDUCATION COMMITTEE
Scale 1 teacher of Arts and Design...

LEICESTERSHIRE
MINDELLA SCHOOL
Scale 1 teacher of Arts and Design...

NORFOLK
NORWICH CITY OF NORWICH
Scale 1 teacher of Arts and Design...

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
Scale 1 teacher of Arts and Design...

LEICESTERSHIRE
THE GRAMMAR SCHOOL
Scale 1 teacher of Arts and Design...

WARWICKSHIRE
CAMPION SCHOOL
Scale 1 teacher of Arts and Design...

Scale 1 Posts

AVON
COUNCIL OF AVON
Scale 1 teacher of History...

BERKSHIRE
KINGSTON COMPREHENSIVE SCHOOL
Scale 1 teacher of History...

CORNWALL
EDUCATION COMMITTEE
Scale 1 teacher of History...

CUMBRIA
COUNTY COUNCIL
Scale 1 teacher of History...

OXFORDSHIRE
COUNTY COUNCIL
Scale 1 teacher of History...

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
Scale 1 teacher of History...

DORSET
DORSET WELCH SCHOOL
Scale 1 teacher of History...

HAMPSHIRE
QUEEN MARY'S SIXTH COLLEGE
Scale 1 teacher of History...

HUMPHRESIDE

LONDON BOROUGH OF HAMPSTEAD
Scale 1 teacher of History...

KIRKLEIGH
KIRKLEIGH EDUCATION COMMITTEE
Scale 1 teacher of History...

LONDON
NICK ALFRED SCHOOL
Scale 1 teacher of History...

NORFOLK
NORWICH CITY OF NORWICH
Scale 1 teacher of History...

OXFORDSHIRE
COUNTY COUNCIL
Scale 1 teacher of History...

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
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Scale 1 teacher of History...

WEST SUSSEX

MANNINGHAM SCHOOL
Scale 1 teacher of History...

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WILTSHIRE EDUCATION COMMITTEE
Scale 1 teacher of History...

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SUFFOLK

ST. ALBANS ROMAN SCHOOL
Scale 1 teacher of History...

SUFFOLK
SUFFOLK EDUCATION COMMITTEE
Scale 1 teacher of History...

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Scale 1 teacher of History...

Vertical text on the left margin: 116

extra

Encyclopedias, dictionaries and atlases

Canute-like gestures

John Weightman casts a sceptical eye over Roget's great enterprise

Victorian intellectuals who combined Darwinian curiosity with a firm, settled order of God's universe...

This is apparently the fourth revision of Roget's Thesaurus since the death of the original compiler...

But, within his clear divisions, Roget is content to bundle together, without comment, words and phrases of the widest possible variety...

In making (his) selection, he scarcely need ever engage in any critical or elaborate study of the subtle distinctions existing between synonymous terms...

Anything that moves

Oxford Latin Dictionary. Fascicle VIII Super-Zythum. Edited by P G Oxford £20.00, 0 19 864221 0.

Well, here it is, pueri ac puellae: the final volume of the book that Latin lovers have been awaiting impatiently for half a century...

This fascicle is notable for the great family of words with the prefix sub- as usual the longest word, subductisuperfalloper, is an eyebrow-raising full-finder...

West Sussex: MANNINGHAM SCHOOL, Scale 1 teacher of History...

West Sussex: WILTSHIRE EDUCATION COMMITTEE, Scale 1 teacher of History...

West Sussex: WILTSHIRE EDUCATION COMMITTEE, Scale 1 teacher of History...

Wiltshire: WILTSHIRE EDUCATION COMMITTEE, Scale 1 teacher of History...

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Wiltshire: WILTSHIRE EDUCATION COMMITTEE, Scale 1 teacher of History...

COMPANION DICTIONARIES PUBLISHED MAY 7th £1.95 EACH. Includes English/German, English/Italian, English/French, English/Spanish.

REQUEST FORM. Please send me details of the following: Language books, Travel books, Dictionaries.

Philip Howard

SEC ENGLISH

ST. PAUL'S GIRLS' SCHOOL... London... Required in September...

MEITON

LONDON BOROUGH OF MEITON... Required for September...

NORFOLK

PLANO HIGH SCHOOL... Required for September...

EARLHAM SCHOOL

Earlham Road, Norwich... Required for September...

DOWNHAM MARKET

Downham Market, Norfolk... Required for September...

SECONDARY SCHOOLS

Head of English... Head of Craft... Commerce...

MATHS/SCIENCE

MIDDLE SCHOOLS

FRENCH

SPECIAL SCHOOLS

HEAD OF LOWER SCHOOL

WIGAN Metropolitan Borough

Advertisement for Wigan Metropolitan Borough schools, listing various secondary and special schools with details on staff and facilities.

NORTHAMPTONSHIRE

KLITCHING BISHOP... Required for September...

NORTHAMPTONSHIRE EDUCATION DEPARTMENT

DAVENRY... Required for September...

NORTHAMPTONSHIRE

WELLINGTON... Required for September...

NORTHAMPTONSHIRE

WELLINGTON... Required for September...

OLDHAM

METROPOLITAN BOROUGH OF OLDHAM... Required for September...

SHEFFIELD

CITY OF SHEFFIELD... Required for September...

SHEFFIELD

CITY OF SHEFFIELD... Required for September...

SHEFFIELD

CITY OF SHEFFIELD... Required for September...

SANDWELL

ALL HOPPELAN... Required for September...

SHEFFIELD

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WILKINS... Required for September...

SHROPSHIRE

WILKINS... Required for September...

Scale 2 Posts and above

CUMBRIA... Required for September...

DUDLEY

METROPOLITAN BOROUGH OF DUDLEY... Required for September...

DEVON

DEVON... Required for September...

ENFIELD

LONDON BOROUGH OF ENFIELD... Required for September...

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Applications are invited from suitably qualified and experienced teachers for the following posts...

SECONDARY DEPUTY HEADSHIP

The St. Augustine of Canterbury School, Priorewood, Taunton. For January 1983, DEPUTY HEAD, for this new joint Anglican-Roman Catholic, 11-16 co-ed, comprehensive school, group 10. Vacancy due to retirement of present Deputy Headmistress.

SECONDARY

Richard Hulsh College, Taunton. (15-18 mixed, post 16) For September 1982. (i) Temporary. (ii) Part-time BIOLOGIST, Scale 1, to teach mainly A level (Social, Trad or Nuffield). Willingness to help with field work important. Application by letter to the Principal, with curriculum vitae and the names of two referees, one being the present Head/principal (S.A.E. please).

SECONDARY

From College, Froms (13-18 mixed comprehensive, 1463 and F.E. College combined on separate sites) For September 1982. Teacher of SCIENCE, Scale 2, to take charge of General Science, with an interest in science for the less able student. The person appointed would be expected to contribute to other areas of science teaching. Please indicate particular skills. Applications in full by letter immediately, to the Principal, enclosing envelope with post paid and enclosing S.A.E. for job description and application form.

SECONDARY

Blake School, Bridgwater (11-18 mixed comprehensive, 980) For September 1982, teacher of PHYSICS and COMBINED NUFFIELD SCIENCE and GENERAL SCIENCE, Scale 1, to teach across the age and ability ranges. Applications by letter, as soon as possible, to the Head at the School, giving full curriculum vitae and names of two referees.

SECONDARY

Buckler's Head School, Yeovil (11-18 mixed comprehensive, 1300) For September 1982, a suitably qualified teacher for CHEMISTRY Scale 1, to teach throughout the School up to O and C.S.E. levels. Please indicate second teaching subject. Vacancy due to promotion. Further information can be obtained from the Head (Bridgwater 65531). Application by letter direct to the Head at the School, as soon as possible with the names of two referees.

SECONDARY

The Blue School, Wells (11-18 mixed comprehensive, 1330) For September 1982, teacher of METALWORK. Ability to assist with Technical Drawing or Technology would be an advantage. Scales 1 could be Scale 2 for suitable applicant. Application by letter, as soon as possible, to the Head at the School.

SECONDARY

Haygrove School, Bridgwater (11-18 mixed comprehensive, 980) For September 1982, a suitably qualified teacher for CHEMISTRY Scale 1, to teach throughout the School up to O and C.S.E. levels. Please indicate second teaching subject. Vacancy due to promotion. Further information can be obtained from the Head (Bridgwater 65531). Application by letter direct to the Head at the School, as soon as possible with the names of two referees.

SECONDARY

The West Somerset School, Minehead (13-18 mixed comprehensive, 1067) The school catchment area includes Exmouth, Brendon and Quantock Hills as well as the coastal area. For September 1982, Temporary Teacher of ENGLISH, Scale 1, initially for the academic year 1982/3. An interest in teaching less able pupils as well as C.S.E. and O level is desirable. Application form, returnable as soon as possible, and details (S.A.E.) from the Head at the School.

PRIMARY

Norton-Sub-Hamdon C.E.V.G. Primary, Stoke-Sub-Hamdon (5-9, 30) For September 1982, experienced teacher, Scale 1, for Reception class. Willing to join in village activities and ability to help with Games/P.E. an advantage. Applications by letter, as soon as possible, to the Head at the school. (Enclosing S.A.E.)

PRIMARY

Crowcombe C.E.V.A. Primary, Taunton (5-9, 30) For September 1982, Infant Teacher, Scale 1, to teach 5-7 year olds. An experienced and mature practising church communicant would be preferable and a pianist is essential. Applications by letter, as soon as possible, to the Head at the School, with three testimonials and names of referees.

PRIMARY

Norton-Sub-Hamdon C.E.V.G. Primary, Stoke-Sub-Hamdon (5-9, 30) For September 1982, experienced teacher, Scale 1, for Reception class. Willing to join in village activities and ability to help with Games/P.E. an advantage. Applications by letter, as soon as possible, to the Head at the school. (Enclosing S.A.E.)

SECONDARY MATS

GLoucestershire COLLEGE... Mathematics... Scale 1 Posts... Applications by letter...

HARINGEY LONDON BOROUGH OF... Mathematics... Scale 1 Posts... Applications by letter...

HARINGEY NORTHUMBERLAND PARK... Mathematics... Scale 1 Posts... Applications by letter...

Required for September 1982: SECONDARY (COMPREHENSIVE) SCHOOLS MATHEMATICS SCALE 1 POSTS (5 POSTS) 1. Flint High School, Maes Hyfryd, Flint (2266)...

GLWYD COUNTY COUNCIL JOHN HOWARD DAVIES Director of Education...

GWENT COUNTY COUNCIL... Mathematics... Scale 1 Posts... Applications by letter...

HAVERING LONDON BOROUGH OF... Mathematics... Scale 1 Posts... Applications by letter...

HEREFORD & WORCESTER COUNTY COUNCIL... Mathematics... Scale 1 Posts... Applications by letter...

REDDITCH ARROW VALE HIGH SCHOOL... Mathematics... Scale 1 Posts... Applications by letter...

REDDITCH ST. AUGUSTINE'S R.C. ... Mathematics... Scale 1 Posts... Applications by letter...

SURREY EPDMO COLLEGE... Mathematics... Scale 1 Posts... Applications by letter...

TRAFFORD METROPOLITAN BOROUGH... Mathematics... Scale 1 Posts... Applications by letter...

BURTON LONDON BOROUGH OF... Mathematics... Scale 1 Posts... Applications by letter...

HERTFORDSHIRE COUNTY COUNCIL... Mathematics... Scale 1 Posts... Applications by letter...

KENT COUNTY COUNCIL... Mathematics... Scale 1 Posts... Applications by letter...

LEICESTERSHIRE JOHN CLEVELAND COLLEGE... Mathematics... Scale 1 Posts... Applications by letter...

LEICESTERSHIRE JOHN CLEVELAND COLLEGE... Mathematics... Scale 1 Posts... Applications by letter...

SHROPSHIRE EDUCATION COMMITTEE... Mathematics... Scale 1 Posts... Applications by letter...

SURREY EPDMO COLLEGE... Mathematics... Scale 1 Posts... Applications by letter...

TRAFFORD METROPOLITAN BOROUGH... Mathematics... Scale 1 Posts... Applications by letter...

BURTON LONDON BOROUGH OF... Mathematics... Scale 1 Posts... Applications by letter...

SHROPSHIRE EDUCATION COMMITTEE... Mathematics... Scale 1 Posts... Applications by letter...

AVON DOWNLAND SCHOOL... Mathematics... Scale 1 Posts... Applications by letter...

AVON AVON COUNTY... Mathematics... Scale 1 Posts... Applications by letter...

BEDFORDSHIRE NORTHAMPTONSHIRE... Mathematics... Scale 1 Posts... Applications by letter...

SHROPSHIRE EDUCATION COMMITTEE... Mathematics... Scale 1 Posts... Applications by letter...

SURREY EPDMO COLLEGE... Mathematics... Scale 1 Posts... Applications by letter...

TRAFFORD METROPOLITAN BOROUGH... Mathematics... Scale 1 Posts... Applications by letter...

BURTON LONDON BOROUGH OF... Mathematics... Scale 1 Posts... Applications by letter...

BERKSHIRE EDUCATION COMMITTEE... Mathematics... Scale 1 Posts... Applications by letter...

HEXLEY LONDON BOROUGH OF... Mathematics... Scale 1 Posts... Applications by letter...

CORNWALL EDUCATION COMMITTEE... Mathematics... Scale 1 Posts... Applications by letter...

DERBYSHIRE HENRY FANSBURY SCHOOL... Mathematics... Scale 1 Posts... Applications by letter...

DEVON WASELEY HILLS HIGH SCHOOL... Mathematics... Scale 1 Posts... Applications by letter...

BROMLEY LINCOLN BOROUGH... Mathematics... Scale 1 Posts... Applications by letter...

HAVERING LONDON BOROUGH OF... Mathematics... Scale 1 Posts... Applications by letter...

HAVERING LONDON BOROUGH OF... Mathematics... Scale 1 Posts... Applications by letter...

CAMBRIDGESHIRE NORTHAMPTONSHIRE... Mathematics... Scale 1 Posts... Applications by letter...

CAMBRIDGESHIRE NORTHAMPTONSHIRE... Mathematics... Scale 1 Posts... Applications by letter...

DEVON WASELEY HILLS HIGH SCHOOL... Mathematics... Scale 1 Posts... Applications by letter...

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HAVERING LONDON BOROUGH OF... Mathematics... Scale 1 Posts... Applications by letter...

HERFORD & WORCESTER COUNTY COUNCIL... Mathematics... Scale 1 Posts... Applications by letter...

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HERFORD & WORCESTER COUNTY COUNCIL... Mathematics... Scale 1 Posts... Applications by letter...

HOUNSLOW THE GREEN SCHOOL FOR... Mathematics... Scale 1 Posts... Applications by letter...

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LEICESTERSHIRE JOHN CLEVELAND COLLEGE... Mathematics... Scale 1 Posts... Applications by letter...

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LEICESTERSHIRE JOHN CLEVELAND COLLEGE... Mathematics... Scale 1 Posts... Applications by letter...

NORFOLK LYNN GROVE HIGH SCHOOL... Mathematics... Scale 1 Posts... Applications by letter...

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NORFOLK LYNN GROVE HIGH SCHOOL... Mathematics... Scale 1 Posts... Applications by letter...

REDBRIDGE LONDON BOROUGH OF... Mathematics... Scale 1 Posts... Applications by letter...

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REDBRIDGE LONDON BOROUGH OF... Mathematics... Scale 1 Posts... Applications by letter...

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SEFTON METROPOLITAN BOROUGH... Mathematics... Scale 1 Posts... Applications by letter...



Unless otherwise stated: Closing date for receipt of applications is 4th June, 1982. In respect of posts in middle schools, forms are available from the Director of Education, Leeds S1 3AE.

MIDDLE SCHOOLS SCALE 1 POSTS

- W.625 GREENHILL MIDDLE SCHOOL (No. on roll 430-4-13 years) ... W.626 C. OF E. MIDDLE SCHOOL (No. on roll 370-4-13 years) ... W.627 SANDFORD MIDDLE SCHOOL (No. on roll 495-4-13 years) ... W.628 SWARFLEPP MIDDLE SCHOOL (No. on roll 391-4-13 years) ...

HIGH/SECONDARY SCHOOLS SCALE 4 POST

- W.629 CRAWSHAW SCHOOL (No. on roll 820-14-18 years) ...

SCALE 3 POSTS

- N.630 ALLERTON GRANGE SCHOOL (No. on roll 1,340-13-18 years) ... W.631 MICHAEL'S COLLEGE (C.C. AIDED) (No. on roll 710 boys-13-18 years) ... W.632 TEMPLE MOOR HIGH SCHOOL (BOYS) (No. on roll 600-13-18 years) ...

SCALE 2 POST

- N.633 BOSTON SPA COMPREHENSIVE SCHOOL (No. on roll 1,040 11-18 years) ...

SCALE 1 POSTS

- E.634 JOHN SHARON HIGH SCHOOL (No. on roll 1,200-13-18 years) ... N.635 LAYWOOD SCHOOL (No. on roll 1,200-13-18 years) ... W.636 ST. MICHAEL'S COLLEGE (C.C. AIDED) (No. on roll 710 boys-13-18 years) ...

TEMPORARY POST (SCALE 1)

- N.637 LAYWOOD SCHOOL (No. on roll 1,200-13-18 years) ...

SHEFFIELD CITY OF SHEFFIELD Education Department... 153422

WIRRAL METROPOLITAN BOROUGH OF WIRRAL... 153422

SUFFOLK SAMUEL WARD UPPER... 153422

HERTFORDSHIRE COUNTY COUNCIL... 153422

BERKSHIRE COUNCIL... 153422

DEBYSHIRE WOODLANDS SCHOOL... 153422

SEC MODERN LANGUAGES continued

HERTFORDSHIRE COUNTY COUNCIL... 153422

HUMBERSIDE EDUCATION DEPARTMENT... 153422

LIVERPOOL LEVERPOOL CONVENT... 153422

OXFORDSHIRE COUNTY COUNCIL... 153422

SHEFFIELD CITY OF SHEFFIELD... 153422

SHROPSHIRE EDUCATION COMMITTEE... 153422

TRAFFORD METROPOLITAN BOROUGH... 153422

WEST SUSSEX THE LITTLEHAMPTON SCHOOL... 153422

WILTSHIRE THE HEADLANDS SCHOOL... 153422

HERTFORDSHIRE HILLINGDON DIVISION... 153422

DEBYSHIRE WOODLANDS SCHOOL... 153422

HERTFORDSHIRE COUNTY COUNCIL... 153422

HERTFORDSHIRE COUNTY COUNCIL... 153422

MIRKLEES METROPOLITAN COUNCIL... 153422

NORTH YORKSHIRE COUNTY COUNCIL... 153422

WALSLEY METROPOLITAN BOROUGH... 153422

WALSLEY METROPOLITAN BOROUGH... 153422

SHROPSHIRE EDUCATION COMMITTEE... 153422

WEST SUSSEX THE LITTLEHAMPTON SCHOOL... 153422

WOLVERHAMPTON EDUCATION COMMITTEE... 153422

WILTSHIRE THE HEADLANDS SCHOOL... 153422

HERTFORDSHIRE COUNTY COUNCIL... 153422

DEBYSHIRE WOODLANDS SCHOOL... 153422

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HERTFORDSHIRE COUNTY COUNCIL... 153422

MIRKLEES METROPOLITAN COUNCIL... 153422

NORTH YORKSHIRE COUNTY COUNCIL... 153422

WALSLEY METROPOLITAN BOROUGH... 153422

WALSLEY METROPOLITAN BOROUGH... 153422

SOUTH GLAMORGAN UNITED WORLD COLLEGE... 153422

WILTSHIRE WILTON WORDSWORTH'S SCHOOL... 153422

LEICESTERSHIRE THE RAILWAY UPPER... 153422

HERTFORDSHIRE COUNTY COUNCIL... 153422

DEBYSHIRE WOODLANDS SCHOOL... 153422

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HERTFORDSHIRE COUNTY COUNCIL... 153422

MIRKLEES METROPOLITAN COUNCIL... 153422

NORTH YORKSHIRE COUNTY COUNCIL... 153422

WALSLEY METROPOLITAN BOROUGH... 153422

WALSLEY METROPOLITAN BOROUGH... 153422

ST. HELENS ST. HELENS EDUCATION COMMITTEE... 153422

WILTSHIRE WILTON WORDSWORTH'S SCHOOL... 153422

LEICESTERSHIRE THE RAILWAY UPPER... 153422

HERTFORDSHIRE COUNTY COUNCIL... 153422

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SUFFOLK THE DUNES HIGH SCHOOL... 153422

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WALSLEY METROPOLITAN BOROUGH... 153422

SURREY EDUCATION COMMITTEE... 153422

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BUTTON LONDON BOROUGH OF... 153422

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NORTH YORKSHIRE COUNTY COUNCIL... 153422

WALSLEY METROPOLITAN BOROUGH... 153422

WALSLEY METROPOLITAN BOROUGH... 153422

WALSLEY METROPOLITAN BOROUGH EDUCATION COMMITTEE. All the following posts are required for September, 1982. Alumwell Comprehensive School, Primley Avenue, Walsall WS2 9UP. TEACHER FOR CRAFT, DESIGN AND TECHNOLOGY (Scale 1 + 8PA). PHYSICAL EDUCATION TEACHER. Blue Coat CE Comprehensive School, Birmingham Street, Walsall WS1 2ND. TEACHER OF GEOGRAPHY (Scale 2). Darlaston Comprehensive School, Herberts Park Road, Darlaston, West Midlands. HEAD OF ART DEPARTMENT (Scale 4). Frank F. Harrison Comprehensive School, Leamore Lane, Leamore, Walsall WS2 7NR. WELL-QUALIFIED TEACHER OF FRENCH (Scale 1). Pelais Comprehensive School, Pelais Lane, Rushall, Walsall WS4 1NG. TEACHER OF DRAMA (Scale 1). GRADUATE TEACHER OF MATHEMATICS (Scale 1). Sneyd Comprehensive School, Vernon Way, Sneyd Lane, Bloxwich, Walsall. TEACHER OF COMPUTER STUDIES (Scale 1). T. P. Riley Comprehensive School, Lichfield Road, Bloxwich, Walsall WS3 3LU. SECOND IN ENGLISH DEPARTMENT (Scale 3). Assistant Teacher - French. City of Coventry, Lyng Hall Girls' Comprehensive School, Blackberry Lane CV23JS (1520 on roll).



SEC TECHNICAL STUDIES continued LEICESTERSHIRE KING EDWARD VII COMMUNITY COLLEGE

Scale 1 Posts AVON COUNTY THE DOWNEND SCHOOL

AVON COUNTY COLLEGE NORTH VIEW, STAPLE HILL.

AVON COUNTY OF AVON COUNTESS SCHOOL

AVON COUNTY OF AVON COUNTY OF AVON SECONDARY SCHOOL

CAMBRIDGESHIRE CAMBRIDGE SIXTH FORM COLLEGE

Hounslow LONGFORD SCHOOL
Head Teacher: Mr. G. R. Whitfield, J.P.
Required September 1982 - An imaginative Teacher with responsibility (Scale 2) for the design, planning and running of new courses...

BERKSHIRE LANGLEY BOYRICH COMMUNITY COLLEGE

BERKSHIRE THE FOREST SCHOOL

HOLTON METROPOLITAN BOROUGH ST COLBERTS R.C. SCHOOL

BRADFORD CITY OF BRADFORD METROPOLITAN COUNCIL DARBANK GRAMMAR SCHOOL

BRADFORD METROPOLITAN COUNCIL METROPOLITAN COUNCIL SCHOOL

BRADFORD METROPOLITAN COUNCIL METROPOLITAN COUNCIL SCHOOL

CAMBRIDGE METROPOLITAN COUNCIL METROPOLITAN COUNCIL SCHOOL

HAMPSHIRE MOORHILL SCHOOL

WILTSHIRE WEST WORTH'S SCHOOL

BIRMINGHAM LEINING BOROUGH OF LEINING SCHOOL

DERBYSHIRE BISHOP AUSTON SCHOOL

DURHAM BISHOP AUCKLAND DISTRICT METROPOLITAN COUNCIL ST JOHN'S R.C. SCHOOL

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ENFELD ENFIELD BOROUGH OF ENFELD ELDON ROAD UNIT

HERTFORDSHIRE ALDRINGHAM SCHOOL

HUMBERSIDE LEINING BOROUGH OF LEINING SCHOOL

KENT COUNTY COUNCIL EDUCATION DEPARTMENT

KENT COUNTY COUNCIL EDUCATION DEPARTMENT

KENT COUNTY COUNCIL EDUCATION DEPARTMENT

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KENT COUNTY COUNCIL EDUCATION DEPARTMENT

NORTHAMPTONSHIRE WILLINGBOURNE SCHOOL

NOTTINGHAMSHIRE LEINING BOROUGH OF LEINING SCHOOL

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SURREY COUNTY COUNCIL
2nd VICE-PRINCIPAL
Application form and further details from Area Education Officer, 'Lions' Road, Woking, Surrey (Surrey Education Office).

UNITED WORLD COLLEGE OF THE ATLANTIC
Atlanta College, first of the United World Colleges, has 350 Sixth form students on scholarship from some 60 countries. The College prepares all students for the International Baccalaureate and has an extensive programme of co-educational and community service. Applications are invited for a teaching post in 1982.

WOKING 6th FORM COLLEGE
2nd Vice-Principal required January 1983 or earlier if possible for this Group 16 Sixth Form College to join senior management team. £12,887-£13,889 p.a. Application form and further details from Area Education Officer, 'Lions' Road, Woking, Surrey (Surrey Education Office). Closing date: 4th June, 1982.

MATHEMATICS
for September 1982 or January 1983. Teaching will be at both Higher and Subjunctive Levels of the International Baccalaureate. A strong, active commitment is expected towards the International and community service aims of the College. Salaries are above Burnham scale. Applications (full c.v., no forms, with names of three confidential referees) to The Headmaster, United World College of the Atlantic, St. Donat's Castle, Llantwit Major, South Glamorgan CF8 9WR from whom further details are available on receipt of an a.s.e. 9" x 6".

SPECIAL EDUCATION continued

Scale 2 Posts and above

BARNET

BARNET BOROUGH OF SPECIAL EDUCATION
Headmaster: Mrs. M. M. O'Flynn
Further information may be obtained from Miss M. M. O'Flynn

BUCKINGHAMSHIRE

BUCKINGHAMSHIRE COUNTY COUNCIL
Inner London Education Authority
Special Educational Needs
Further information may be obtained from Miss M. M. O'Flynn

CLEVELAND

CLEVELAND COUNTY OF SPECIAL EDUCATION
Special Education
Further information may be obtained from Miss M. M. O'Flynn

HARINGEY

HARINGEY LOCAL AUTHORITY
Special Education
Further information may be obtained from Miss M. M. O'Flynn

BUCKINGHAMSHIRE

BUCKINGHAMSHIRE COUNTY COUNCIL
Special Education
Further information may be obtained from Miss M. M. O'Flynn

CORNWALL

CORNWALL EDUCATION COMMITTEE
Special Education
Further information may be obtained from Miss M. M. O'Flynn

SPECIAL EDUCATION continued

Scale 2 Posts and above

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BARNET BOROUGH OF SPECIAL EDUCATION
Headmaster: Mrs. M. M. O'Flynn
Further information may be obtained from Miss M. M. O'Flynn

BUCKINGHAMSHIRE

BUCKINGHAMSHIRE COUNTY COUNCIL
Special Education
Further information may be obtained from Miss M. M. O'Flynn

CLEVELAND

CLEVELAND COUNTY OF SPECIAL EDUCATION
Special Education
Further information may be obtained from Miss M. M. O'Flynn

HARINGEY

HARINGEY LOCAL AUTHORITY
Special Education
Further information may be obtained from Miss M. M. O'Flynn

BUCKINGHAMSHIRE

BUCKINGHAMSHIRE COUNTY COUNCIL
Special Education
Further information may be obtained from Miss M. M. O'Flynn

CORNWALL

CORNWALL EDUCATION COMMITTEE
Special Education
Further information may be obtained from Miss M. M. O'Flynn

BOLTON

BOLTON METROPOLITAN BOROUGH
Special Education
Further information may be obtained from Miss M. M. O'Flynn

BUCKINGHAMSHIRE

BUCKINGHAMSHIRE COUNTY COUNCIL
Special Education
Further information may be obtained from Miss M. M. O'Flynn

DORSET

DORSET COUNTY COUNCIL
Special Education
Further information may be obtained from Miss M. M. O'Flynn

WARWICKSHIRE

WARWICKSHIRE COUNTY COUNCIL
Special Education
Further information may be obtained from Miss M. M. O'Flynn

CHEESHIRE

CHEESHIRE EDUCATION COMMITTEE
Special Education
Further information may be obtained from Miss M. M. O'Flynn

HEREFORD AND WORCESTER

HEREFORD AND WORCESTER COUNTY COUNCIL
Special Education
Further information may be obtained from Miss M. M. O'Flynn

ESSEX

ESSEX EDUCATION COMMITTEE
Special Education
Further information may be obtained from Miss M. M. O'Flynn

WARWICKSHIRE

WARWICKSHIRE COUNTY COUNCIL
Special Education
Further information may be obtained from Miss M. M. O'Flynn

BERKSHIRE

BERKSHIRE EDUCATION COMMITTEE
Special Education
Further information may be obtained from Miss M. M. O'Flynn

DEPUTY HEADS/SECOND MASTERS/MISTRESSES

DEPUTY HEADS/SECOND MASTERS/MISTRESSES
Further information may be obtained from Miss M. M. O'Flynn

NEWCASTLE UPON TYNE

NEWCASTLE UPON TYNE EDUCATION COMMITTEE
Special Education
Further information may be obtained from Miss M. M. O'Flynn

BUCKINGHAMSHIRE

BUCKINGHAMSHIRE COUNTY COUNCIL
Special Education
Further information may be obtained from Miss M. M. O'Flynn

HAMPSHIRE

HAMPSHIRE COUNTY COUNCIL
Special Education
Further information may be obtained from Miss M. M. O'Flynn

BIRMINGHAM

BIRMINGHAM CITY EDUCATION COMMITTEE
Special Education
Further information may be obtained from Miss M. M. O'Flynn

EAST SUSSEX

EAST SUSSEX COUNTY COUNCIL
Special Education
Further information may be obtained from Miss M. M. O'Flynn

LEEDS

LEEDS EDUCATION COMMITTEE
Special Education
Further information may be obtained from Miss M. M. O'Flynn

WILTSHIRE

WILTSHIRE EDUCATION COMMITTEE
Special Education
Further information may be obtained from Miss M. M. O'Flynn

WILTSHIRE

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Special Education
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Special Education
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WILTSHIRE

WILTSHIRE EDUCATION COMMITTEE
Special Education
Further information may be obtained from Miss M. M. O'Flynn

HAMILTON LODGE SCHOOL

HAMILTON LODGE SCHOOL FOR DEAF CHILDREN
Vice Principal (non-resident)
Further information may be obtained from Miss M. M. O'Flynn

NOVFOLK

NOVFOLK COUNTY COUNCIL
Special Education
Further information may be obtained from Miss M. M. O'Flynn

DEVON

DEVON COUNTY COUNCIL
Special Education
Further information may be obtained from Miss M. M. O'Flynn

DEVON

DEVON COUNTY COUNCIL
Special Education
Further information may be obtained from Miss M. M. O'Flynn

DEPUTY HEADS/SECOND MASTERS/MISTRESSES

DEPUTY HEADS/SECOND MASTERS/MISTRESSES
Further information may be obtained from Miss M. M. O'Flynn

DEPUTY HEADS/SECOND MASTERS/MISTRESSES

DEPUTY HEADS/SECOND MASTERS/MISTRESSES
Further information may be obtained from Miss M. M. O'Flynn

INDEPENDENT SCHOOLS

INDEPENDENT SCHOOLS
Further information may be obtained from Miss M. M. O'Flynn

NOTTINGHAMSHIRE

NOTTINGHAMSHIRE EDUCATION COMMITTEE
Special Education
Further information may be obtained from Miss M. M. O'Flynn

NOTTINGHAMSHIRE

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Special Education
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NOTTINGHAMSHIRE

NOTTINGHAMSHIRE EDUCATION COMMITTEE
Special Education
Further information may be obtained from Miss M. M. O'Flynn

HESLEY GROUP OF SCHOOLS

HESLEY GROUP OF SCHOOLS
DEPUTY HEADMASTER
Further information may be obtained from Miss M. M. O'Flynn

HESLEY GROUP OF SCHOOLS

HESLEY GROUP OF SCHOOLS
DEPUTY HEADMASTER
Further information may be obtained from Miss M. M. O'Flynn

BLANCHE NEVILLE SCHOOL

BLANCHE NEVILLE SCHOOL
QUALIFIED TEACHERS OF THE DEAF
Further information may be obtained from Miss M. M. O'Flynn

BLANCHE NEVILLE SCHOOL

BLANCHE NEVILLE SCHOOL
QUALIFIED TEACHERS OF THE DEAF
Further information may be obtained from Miss M. M. O'Flynn

PENLLERGAER SCHOOL

PENLLERGAER SCHOOL
Assistant Teacher
Further information may be obtained from Miss M. M. O'Flynn

PENLLERGAER SCHOOL

PENLLERGAER SCHOOL
Assistant Teacher
Further information may be obtained from Miss M. M. O'Flynn

YORKSHIRE RESIDENTIAL SCHOOL

YORKSHIRE RESIDENTIAL SCHOOL FOR THE DEAF
CRAFTS
Further information may be obtained from Miss M. M. O'Flynn

WELLS CATHEDRAL SCHOOL

WELLS CATHEDRAL SCHOOL
DEPUTY HEAD
Further information may be obtained from Miss M. M. O'Flynn

WELLS CATHEDRAL SCHOOL

WELLS CATHEDRAL SCHOOL
DEPUTY HEAD
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WELLS CATHEDRAL SCHOOL

WELLS CATHEDRAL SCHOOL
DEPUTY HEAD
Further information may be obtained from Miss M. M. O'Flynn

APPOINTMENTS IN SCOTLAND
Trystide Regional Council
Further Education
Applications are invited from suitably qualified and experienced persons for the following posts:

LECTURER B IN ENGINEERING SUBJECTS
SALARY SCALE £7,314-£9,618
The work of this post involves lecturing and giving practical instruction to students following SCOTEC City and Guilds Courses.

LECTURER B IN BRICKWORK
SALARY SCALE £7,314-£9,618
The successful candidate will be required to teach apprentice bricklayers on day and block-release courses.

THE SCOTTISH COUNCIL FOR EDUCATIONAL TECHNOLOGY
DEPUTY DIRECTOR
The Scottish Council for Educational Technology wishes to appoint a second Deputy Director.

BUCKINGHAMSHIRE COUNTY COUNCIL
Special Education
Further information may be obtained from Miss M. M. O'Flynn

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Special Education
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Haringey
Progress with humanity
Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

COLLEGE OF FURTHER EDUCATION continued

BARKING AND DAGENHAM LONDON BOROUGH OF BARKING AND DAGENHAM COLLEGE OF FURTHER EDUCATION

CHESTERFIELD CHESTERFIELD COLLEGE OF FURTHER EDUCATION

BUCKINGHAMSHIRE COUNTY COUNCIL

CAMBRIDGESHIRE COLLEGE OF FURTHER EDUCATION

CHESTERFIELD CHESTERFIELD COLLEGE OF FURTHER EDUCATION

BUCKINGHAMSHIRE COUNTY COUNCIL

CAMBRIDGESHIRE COLLEGE OF FURTHER EDUCATION

CHESTERFIELD CHESTERFIELD COLLEGE OF FURTHER EDUCATION

CHESHIRE EDUCATION COMMITTEE

CHESHIRE EDUCATION COMMITTEE

CHESHIRE EDUCATION COMMITTEE

TEMPORARY LECTURER I (10 posts)

CHILD WALL COLLEGE OF FURTHER EDUCATION

SOCIAL & LIFE SKILLS (4 posts) CAMERA & PROCESSING SKILLS (1 post) POTTERY SKILLS (1 post) ENGINEERING & METALWORK SKILLS (1 post) KEYBOARD SKILLS (1 post) BEAUTY & HAIR-CARE SKILLS (1 post) GARDEN CONSTRUCTION HORTICULTURE SKILLS (1 post)

TEMPORARY LECTURER I BUSINESS STUDIES (2 posts)

MILBANK COLLEGE OF COMMERCE BANKFIELD ROAD, LIVERPOOL L13 0GB

LECTURER II OCCUPATIONAL SELECTION COURSE

OLD SWAN TECHNICAL COLLEGE

LECTURER I ELECTRONICS (2 posts) TEMPORARY LECTURER I MARINE RADIO & RADAR

RIVERDALE COLLEGE OF TECHNOLOGY RIVERDALE ROAD, LIVERPOOL L15 3DR

(1) LECTURER I BUILDING STUDIES (2) SENIOR LECTURER FOR T.E.C. COURSE

CENTRAL LIVERPOOL COLLEGE OF FURTHER EDUCATION CLARENCE STREET, LIVERPOOL L15 0TF

COLLEGES OF FURTHER EDUCATION

CORNWALL COLLEGE OF FURTHER EDUCATION

COVENTRY COLLEGE OF FURTHER EDUCATION

COVENTRY COLLEGE OF FURTHER EDUCATION

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DEBYSHIRE EDUCATION COMMITTEE

DEBYSHIRE EDUCATION COMMITTEE

CROYDON COLLEGE Fairfield, Croydon CR9 1DX

Applications are invited from suitably qualified persons for the following teaching post, duties to commence 1st September, 1982

SCHOOL OF SCIENCE ARTS & FOOD TECHNOLOGY LECTURER Grade I CATERING and POSSIBLY BAKERY & RELATED STUDIES

The applicant should possess relevant trade experience and appropriate qualifications. The salary for the above post is in accordance with the current Burnham Further Education Award, and is at present: Lecturer I £5,532 - £9,156

Further particulars and application form may be obtained from the Vice-Principal, to whom completed forms should be returned within fourteen days of the appearance of this advertisement.

ilea Inner London Education Authority

CITY & EAST LONDON COLLEGE Pitfield Street, London N1 6BX

Vice Principal

A second Vice Principal is required to have special responsibility for Curriculum Development and Resources Planning throughout the College. The successful candidate would also be required to take responsibility for the oversight of the work in one of the College's major centres.

Highbury College of Technology

Deputy Vice-Principal

Salary: Burnham Vice-Principal Group 8 (minimum)

Highbury College of Technology

Head of Department (Grade V) Electrical Engineering

Salary: £13,914 - £15,462

Highbury College of Technology

Head of Department (Grade V) Electrical Engineering

Salary: £13,914 - £15,462

Highbury College of Technology

Head of Department (Grade V) Electrical Engineering

Salary: £13,914 - £15,462

BIRMINGHAM COLLEGE OF FOOD AND NUTRITION

LECTURER IN SENIOR NUTRITION

To teach Domestic Equipment Evaluation and Food Technology in the TEC Higher Diploma in Home Economics course.

BIRMINGHAM COLLEGE OF FOOD AND NUTRITION

LECTURER IN SENIOR NUTRITION

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CITY OF LIVERPOOL

City of Liverpool logo and text

CITY OF LIVERPOOL

City of Liverpool logo and text

CITY OF LIVERPOOL

City of Liverpool logo and text

ilea colleges

Applications are invited for the following posts:

LECTURER grade II IN WORKSHOP PRACTICE

LECTURER grade II IN WORKSHOP PRACTICE

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LECTURER grade II IN WORKSHOP PRACTICE

LECTURER grade II IN WORKSHOP PRACTICE

LECTURER grade II IN WORKSHOP PRACTICE

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LECTURER grade II IN WORKSHOP PRACTICE

LECTURER grade II IN WORKSHOP PRACTICE

LECTURER grade II IN WORKSHOP PRACTICE

LECTURER grade II IN WORKSHOP PRACTICE

COLLEGES OF FURTHER EDUCATION

LEICESTERSHIRE CHARLES KEENE COLLEGE OF FURTHER EDUCATION... DEPARTMENT OF SCIENCE AND MATHEMATICS... LECTURER 1 - IN PHYSICAL EDUCATION AND RECREATIONAL STUDIES...

HERTFORDSHIRE DE HAVILLAND COLLEGE... LEICESTERSHIRE NORTH YORKSHIRE COUNTY COUNCIL... DEPARTMENT OF FURTHER EDUCATION... LECTURER 1 IN COMMUNITY CARE...

HUMBERSIDE NORTH LINCOLN COLLEGE... LEICESTERSHIRE CO-OPERATIVE COLLEGE... NORTH YORKSHIRE COUNTY COUNCIL... NOTTINGHAMSHIRE COUNTY COUNCIL... OXFORDSHIRE COLLEGE OF FURTHER EDUCATION...

NOTTINGHAMSHIRE COUNTY COUNCIL... OXFORDSHIRE COLLEGE OF FURTHER EDUCATION... HUMBERLAND NORTH YORKSHIRE COUNTY COUNCIL... METROPOLITAN BOROUGH OF WIGAN...

WILTSHIRE COLLEGE OF FURTHER EDUCATION... WARWICKSHIRE NORTH WARWICKSHIRE TECHNICAL COLLEGE... UNIVERSITY OF EAST ANGLIA... ENGLISH LANGUAGE TUTOR... COLLEGES OF HIGHER EDUCATION...

WILTSHIRE COLLEGE OF FURTHER EDUCATION... WARWICKSHIRE NORTH WARWICKSHIRE TECHNICAL COLLEGE... UNIVERSITY OF EAST ANGLIA... ENGLISH LANGUAGE TUTOR... COLLEGES OF HIGHER EDUCATION...

WILTSHIRE COLLEGE OF FURTHER EDUCATION... WARWICKSHIRE NORTH WARWICKSHIRE TECHNICAL COLLEGE... UNIVERSITY OF EAST ANGLIA... ENGLISH LANGUAGE TUTOR... COLLEGES OF HIGHER EDUCATION...

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WILTSHIRE COLLEGE OF FURTHER EDUCATION... WARWICKSHIRE NORTH WARWICKSHIRE TECHNICAL COLLEGE... UNIVERSITY OF EAST ANGLIA... ENGLISH LANGUAGE TUTOR... COLLEGES OF HIGHER EDUCATION...

WILTSHIRE COLLEGE OF FURTHER EDUCATION... WARWICKSHIRE NORTH WARWICKSHIRE TECHNICAL COLLEGE... UNIVERSITY OF EAST ANGLIA... ENGLISH LANGUAGE TUTOR... COLLEGES OF HIGHER EDUCATION...

Lancashire County Council The following posts are required for 1st September 1982. W. R. TUSON COLLEGE OF F.E. ST VINCENT'S ROAD, FULWOOD, PRESTON. LECTURER 1 - TWELVE POSTS. 1. HEALTH STUDIES (N.E.B.) 2. FOOD SERVICE 3. CONSTRUCTION STUDIES 4. MOTOR VEHICLE ENGINEERING 5. ELECTRICAL ENGINEERING 6. CHEMISTRY 7. PHYSICS 8. MATHEMATICS 9. ENGLISH 10. SOCIAL EDUCATION 11. B.C. STUDIES 12. VOCATIONAL PREPARATION

CITY OF COVENTRY The Hill College of Further Education, The Hill Lane, Coventry CV4 6SU. LECTURER 1 - BODY REPAIR To teach vehicle body repair to training and associated further education courses. LECTURER 1 - COMMUNITY CARE To teach on further education courses offered to school leavers in the Department of Social Care.

Tile Hill College of Further Education

LEICESTERSHIRE CO-OPERATIVE COLLEGE... NORTH YORKSHIRE COUNTY COUNCIL... NOTTINGHAMSHIRE COUNTY COUNCIL... OXFORDSHIRE COLLEGE OF FURTHER EDUCATION... HUMBERLAND NORTH YORKSHIRE COUNTY COUNCIL... METROPOLITAN BOROUGH OF WIGAN...

WILTSHIRE COLLEGE OF FURTHER EDUCATION... WARWICKSHIRE NORTH WARWICKSHIRE TECHNICAL COLLEGE... UNIVERSITY OF EAST ANGLIA... ENGLISH LANGUAGE TUTOR... COLLEGES OF HIGHER EDUCATION...

WILTSHIRE COLLEGE OF FURTHER EDUCATION... WARWICKSHIRE NORTH WARWICKSHIRE TECHNICAL COLLEGE... UNIVERSITY OF EAST ANGLIA... ENGLISH LANGUAGE TUTOR... COLLEGES OF HIGHER EDUCATION...

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WILTSHIRE COLLEGE OF FURTHER EDUCATION... WARWICKSHIRE NORTH WARWICKSHIRE TECHNICAL COLLEGE... UNIVERSITY OF EAST ANGLIA... ENGLISH LANGUAGE TUTOR... COLLEGES OF HIGHER EDUCATION...

UNIVERSITY OF EAST ANGLIA Norwich ENGLISH LANGUAGE TUTOR Applications are invited for the above post in the Centre for Overseas Student Programmes, for the period 5 July to 3 September, 1982. Candidates should have a TEFL qualification and experience particularly with students from the Islamic world.

THE OPEN UNIVERSITY PART-TIME TUTORIAL AND COUNSELLING STAFF Applications are invited for part-time tutorial and counselling staff for the 1983 academic year. Appointments will be made in the latter part of 1982 prior to the next academic year which starts in February.

PEMBROKE COLLEGE OXFORD Invites applications for a SCHOOLMASTER/SCHOOLMISTRESS STUDENTSHIP Tenable at the College in Trinity Term 1983. The Student will reside in College as a member of the Senior Common Room in order to pursue the study of his/her subject.

ADULT EDUCATION

LINCOLNSHIRE AREA TUTOR FOR ADULT EDUCATION... SPALDING/OLDFIELD/CHALCOTT DISTRICTS... Lecturer 11 (26469-26481) p.a. 1 year award pending...

Youth and Community Service

BIRMINGHAM WESTHILL COLLEGE... Applications are invited from qualified and experienced candidates for this post to work with a team of tutors in the Community and Youth Work Department...

BRADFORD CITY OF BRADFORD... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

KENT PROGRAMME DIRECTOR... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

Richmond Upon Thames Education Committee Appointment of Principal Richmond Adult College... Applications are invited for the appointment of Principal of this Group 4 Adult Education College...

Isle of Wight County Council... Applications are invited for the appointment of Principal of this Group 4 Adult Education College...

LONDON JAMES LONDON... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

NORTHAMPTONSHIRE COUNTY COUNCIL... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

BRADFORD CITY OF BRADFORD... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

KENT PROGRAMME DIRECTOR... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

Richmond Upon Thames Education Committee Appointment of Principal Richmond Adult College... Applications are invited for the appointment of Principal of this Group 4 Adult Education College...

NORTHUMBERLAND... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

NOTTINGHAMSHIRE COUNTY COUNCIL... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

BRADFORD CITY OF BRADFORD... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

KENT PROGRAMME DIRECTOR... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

Richmond Upon Thames Education Committee Appointment of Principal Richmond Adult College... Applications are invited for the appointment of Principal of this Group 4 Adult Education College...

OXFORDSHIRE COUNTY COUNCIL... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

NOTTINGHAMSHIRE COUNTY COUNCIL... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

BRADFORD CITY OF BRADFORD... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

KENT PROGRAMME DIRECTOR... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

Richmond Upon Thames Education Committee Appointment of Principal Richmond Adult College... Applications are invited for the appointment of Principal of this Group 4 Adult Education College...

WEST YORKSHIRE... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

NOTTINGHAMSHIRE COUNTY COUNCIL... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

BRADFORD CITY OF BRADFORD... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

KENT PROGRAMME DIRECTOR... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

Richmond Upon Thames Education Committee Appointment of Principal Richmond Adult College... Applications are invited for the appointment of Principal of this Group 4 Adult Education College...

W. YORKSHIRE... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

NOTTINGHAMSHIRE COUNTY COUNCIL... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

BRADFORD CITY OF BRADFORD... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

KENT PROGRAMME DIRECTOR... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

Richmond Upon Thames Education Committee Appointment of Principal Richmond Adult College... Applications are invited for the appointment of Principal of this Group 4 Adult Education College...

OVERSEAS... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

NOTTINGHAMSHIRE COUNTY COUNCIL... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

BRADFORD CITY OF BRADFORD... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

KENT PROGRAMME DIRECTOR... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

Richmond Upon Thames Education Committee Appointment of Principal Richmond Adult College... Applications are invited for the appointment of Principal of this Group 4 Adult Education College...

DENMARK... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

NOTTINGHAMSHIRE COUNTY COUNCIL... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

BRADFORD CITY OF BRADFORD... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

KENT PROGRAMME DIRECTOR... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

Richmond Upon Thames Education Committee Appointment of Principal Richmond Adult College... Applications are invited for the appointment of Principal of this Group 4 Adult Education College...

GREECE... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

NOTTINGHAMSHIRE COUNTY COUNCIL... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

BRADFORD CITY OF BRADFORD... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

KENT PROGRAMME DIRECTOR... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

Richmond Upon Thames Education Committee Appointment of Principal Richmond Adult College... Applications are invited for the appointment of Principal of this Group 4 Adult Education College...

HONG KONG... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

NOTTINGHAMSHIRE COUNTY COUNCIL... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

BRADFORD CITY OF BRADFORD... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

KENT PROGRAMME DIRECTOR... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

Richmond Upon Thames Education Committee Appointment of Principal Richmond Adult College... Applications are invited for the appointment of Principal of this Group 4 Adult Education College...

ITALY... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

NOTTINGHAMSHIRE COUNTY COUNCIL... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

BRADFORD CITY OF BRADFORD... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

KENT PROGRAMME DIRECTOR... Applications are invited for the post from persons with relevant experience who have an appropriate youth and community work background...

Richmond Upon Thames Education Committee Appointment of Principal Richmond Adult College... Applications are invited for the appointment of Principal of this Group 4 Adult Education College...

Education Department Youth and Community District Leader (2 posts) Salary: Soulbury Main Range 3-7 £9,999 to £11,088 inclusive

London Borough of Barnet FULL-TIME YOUTH WORKER £7,185 - £7,995 + £498 LW + Casual Car Users Allowance

EDUCATION DEPARTMENT FULL-TIME YOUTH WORKER £7,185 - £7,995 + £498 LW + Casual Car Users Allowance

LONDON BOROUGH OF SUTTON Education SOUTH BEDFORDSHIRE TRAINING CENTRE, LUTON Deputy Manager

Education SOUTH BEDFORDSHIRE TRAINING CENTRE, LUTON Deputy Manager

Education SOUTH BEDFORDSHIRE TRAINING CENTRE, LUTON Deputy Manager

Key English Language Teaching Scheme The KELTS Scheme is part of Britain's programme of aid to developing countries under which ELT specialists serve in key posts in 40 countries.

EGYPT 3 ELT Consultants (Universities), Centre for Developing English Language Teaching (CEDLT), Faculty of Education, Ain Shams University, Helwan, Cairo.

PAKISTAN Adviser to English Department Allama Iqbal Open University, Islamabad. Reference: 82 K 20

2 ELT Consultants (Training), Centre for Developing English Language Teaching (CEDLT), Faculty of Education, Ain Shams University, Helwan, Cairo.

ELT in Francophone Africa Further applications are invited for the following post which is funded under the British programme of aid to ELT in Francophone Africa.

UPPER VOLTA ELT Adviser, Ministry of National Education, Ouagadougou. Reference: 82 K 21

ENGLISH LANGUAGE TEACHER LIBYA (TRIPOLI) International Language Centres Ltd. invites applications from qualified and experienced English Teachers to join a small language training team.

SUDAN Lecturer in English Language Teaching Methodology, Intermediate Teacher Training Institute, Madhaya.

MALI ELT Adviser, Institut Pedagogique National, Ministry of Education, Bamako. Reference: 82 K 8

ELT in Francophone Africa Further applications are invited for the following post which is funded under the British programme of aid to ELT in Francophone Africa.

UPPER VOLTA ELT Adviser, Ministry of National Education, Ouagadougou. Reference: 82 K 21

GRANGES INTERNATIONAL MINING (Dept: TES1) New Zealand House, 8th Floor, Haymarket, LONDON SW1Y 4TE.

Area Youth Organiser £9,171 - £10,317 p.a. Applicants for this post for the Kerrier District of Cornwall, based at Camborne, should be suitably qualified and experienced persons.

Cornwall Education Department County Youth and Community Officer £11,121-£12,531 (Youth and Community Service Officers Senior Range, Points 4-8)

Bedfordshire County Council Education SOUTH BEDFORDSHIRE TRAINING CENTRE, LUTON Deputy Manager

THE BRITISH SCHOOL OF BRUSSELS (Upper School) Invites applications for September for the joint position of Head of History and Careers

ENGLISH LANGUAGE TEACHER LIBYA (TRIPOLI) International Language Centres Ltd. invites applications from qualified and experienced English Teachers to join a small language training team.

SUDAN Lecturer in English Language Teaching Methodology, Intermediate Teacher Training Institute, Madhaya.

MALI ELT Adviser, Institut Pedagogique National, Ministry of Education, Bamako. Reference: 82 K 8

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GRANGES INTERNATIONAL MINING (Dept: TES1) New Zealand House, 8th Floor, Haymarket, LONDON SW1Y 4TE.

OVERSEAS continued

KENYA

UP COUNTRY PRIMARY SCHOOL (IAPS) For September...

Apply with full details and photographs to: Mrs. Kapteus, Kenya (48455) 40000

GREECE

Qualified experienced teacher required from September 1982 for school in Athens.

JAMAICA

Wanted for 1st September. Graduate Teacher for the following subject:

Apply immediately to The Principal, Clarendon College, Clarendon P.O., Jamaica. W. forwarding the name of two (2) referees. (43791) 40000

KUWAIT

Developing English School requires September to August. Primary, Middle and Secondary Staff.

KUWAIT

AL-NOURI ENGLISH SCHOOL P.E. TEACHER (male) - immediate vacancy for the academic year commencing September 1982.

Apply with full details and photographs to: The Headmaster, Al-Nouri English School, P.O. Box 6100, Kuwait. (43622) 40000

KUWAIT

Experienced and qualified English teacher required for well established school in Kuwait.

SAUDI ARABIA

Jedidah, Ibrahim, Riyadh INTERNATIONAL SCHOOLS. Teaching positions in the Kingdom of Saudi Arabia.

NETHERLANDS

MAAFTICHT DUTCH STATE SCHOOL OF TRANSLATION. Teacher ESP preferably with experience in National Institute for Translation.

NETHERLANDS

Teacher ESP preferably with experience in National Institute for Translation. Salary: Dutch Civil Service scale up to a maximum of 6000 gld per month at age 45.

TURKEY

Teachers urgently required for well established school in Turkey. Salary: Turkish Liras.

NETHERLANDS

Qualified I.F.L. teachers for well established school in Holland. Salary: Dutch Civil Service scale.

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Qualified I.F.L. teachers for well established school in Holland. Salary: Dutch Civil Service scale.

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Borough Engineer's Department Road Safety Training Officer AP2 £5,547-£6,009 Incl. Do you have previous experience in road safety? We are seeking to recruit a Road Safety Training Officer...

WAKEFIELD CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL YORKSHIRE AND HUMBERSIDE REGIONAL HEADSHIP UNIT UNIT DIRECTOR Applications from men or women with successful headship experience...

CYNGOR SIR DYFED COUNTY COUNCIL EDUCATION DEPARTMENT DEPUTY DIRECTOR OF EDUCATION Salary: £15,690-£16,689 per annum The above post will become vacant on the 1st September, 1982.

BARKING COLLEGE OF TECHNOLOGY DEPARTMENT OF HUMANITIES LECTURER II G.C.E. WORK (GENERAL EDUCATION) Salary Scale: £7,221-£11,180 per annum inclusive

Buckinghamshire County Council Senior Assistant Education Officer (Development) Principal Officer Range £14,751-£16,665 per annum

EDUCATION DEPARTMENT Applications are invited from suitably qualified persons with appropriate administrative experience...

(I) ADMINISTRATIVE ASSISTANT SCHOOLS DIVISION P01(a) - £9,474-£10,476 inclusive The officer will work to the Assistant Education Officer responsible for Schools and Special Services.

(II) ADMINISTRATIVE ASSISTANT DEVELOPMENT, FINANCE, MANAGEMENT & RESEARCH DIVISION S02 - £9,474 to £10,011 inclusive The Officer will work to the Assistant Education Officer in charge of the Division and will be responsible for the oversight of the day to day work of 17 staff dealing with sites and buildings...

Barking & Dagenham LONDON BOROUGH

BOTSWANA POLYTECHNIC Applications are invited for the following posts: HEAD OF DEPARTMENT MECHANICAL ENGINEERING Degree in Mechanical Engineering with substantial industrial, teaching and administrative experience.

SENIOR LECTURER TELECOMMUNICATIONS AND ELECTRONICS Minimum FTC in Telecommunications. HNC/HND in light current Electrical Engineering preferred with at least 6 years teaching and 5 years industrial experience.

SENIOR LECTURER PLANT ENGINEERING HNC/HND in Mechanical Engineering with considerable plant engineering experience plus a minimum of 6 years teaching and 5 years industrial experience.

LECTURER AUTOMOBILE ENGINEERING HNC/HND in Mechanical Engineering or FTC in Auto Engineering with minimum 4 years teaching and 5 years industrial experience.

The Aga Khan Hospital and Medical College, Karachi

Medical Librarian and Assistant Librarians Applications are invited from first division graduates in science for the posts of librarian and assistant librarians for the library of the Aga Khan Hospital and Medical College.

The Personnel Manager, The Aga Khan Hospital and Medical College, P.O. Box 3600, Stadium Road, Karachi-5 PAKISTAN

MATHS TEACHER For exclusive girls' school in Dubai, U.A.E. New buildings; British staff and curriculum. Excellent salaries, gratuity and conditions.

Assistant Director of Education (Institute of Language in Education) Hong Kong £29,210 p.a. + 25% gratuity

SINGAPORE Centre of Computer Studies, Ngee Ann Polytechnic The Centre is being developed to help meet the rapidly increasing demand for skilled computer personnel in Singapore. It will be charged with the responsibility to train up to 200 students per year to the approximate level of the BEC/TECH HND programme...

Senior Associates (Heads of Section) (3 posts) It is proposed that three sections be developed within the Centre: Programming, Computer Architecture and Information Systems. Three Heads of Section are required.

Associates (Various Disciplines) (3 Posts) Duties: Responsible for the management of all staff and resources within their section; curriculum development and materials production within their specialism; advice and supervision recruitment and training of staff and undertake some teaching.

Salary and Benefits: The salary which will be taxable in Singapore will be commensurate with qualifications and experience as follows: Senior Lecturer: up to \$971,500 pa (£19,016 @ £1 equals \$83.76).

For further details and an application form, please write, quoting the post reference, to: Section A Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

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Teaching English Overseas THE BRITISH COUNCIL

BRAZIL 2 Teachers of English, Sociedade Brasileira de Cultura Inglesa, Sao Paulo. Reference: 82 D 6-7

KOREA Teacher of English, The British Council, Seoul. Reference: 82 D 45 Duties: To teach general English at all levels from beginner to advanced.

PORTUGAL 4 Teachers of English, British Council Institutes, Coimbra and Lisbon. Reference: 82 D 41-44 Duties: To teach English as a Foreign Language from beginner to advanced.

SPAIN Teacher of English, British Council School, Madrid. Reference: 82 D 40 Duties: To teach mainly English as a Second Language to Cambridge First Certificate level to pupils aged 12-14.

For further details and an application form, please write, quoting the post reference number, to: Section D, Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

THE BRITISH COUNCIL

ADMINISTRATION L.F.A.

SOUTH GLAMORGAN COUNTY COUNCIL... EDUCATION OFFICER

Apply by letter to the County Council... Education Officer

Child Care

SOMERSET THE MARCHANT HOLIDAY CENTRE

A HOUSEFATHER with energy and enthusiasm needed to provide interests and activities for out of school hours...

Apply by letter to the County Council... Somerset Education Officer

Education Psychologists

DERBYSHIRE COUNTY COUNCIL

Applications are invited for appointment as Educational Psychologist... Derbyshire County Council

Apply by letter to the County Council... Derbyshire Education Officer

HEALTH EDUCATION COUNCIL

Director General ABOVE £24,000

The Director General is the main representative, negotiator, spokesman, draughtsman and executive for the Council...

The present annual budget of the Council, which is financed by the Department of Health and Social Security, is £5m...

Applications, which will be handled in strict confidence by the Chairman in person...



The Health Education Council Helping you to better health

JOINT MATRICULATION EXAMINATIONS BOARD

Associates Examiners Board... The Board invites applications for the post of Examiners...

WELSH JOINT EDUCATION COMMITTEE CYD-BWYLLGOR ADDYSG CYMRU

Appointments of Examiners... Applications are invited from practising teachers, in schools and in Higher Education...

CYNGOR SIR GWYNEDD COUNTY COUNCIL

Cyfarwyddwr Addysg... Gwahoddir caisiadau am y swydd o Gyfarwyddwr Addysg i Wnnedd...

SOUTH TYNSIDE BOROUGH COUNCIL

Museum Assistant... Applications should have teaching experience and appropriate qualifications...

University of London University Entrance and School Examinations Council

Chief Examiner from June 1984 Advanced Level... Mode 2 Talmudic Literature/Judaeism...

Miscellaneous

Berkshire: Padworth College requires an Assistant Social Studies teacher...

Durham County Council: Peripatetic Instrumental Music Teacher/Instructors...

Rochdale: No Theatre Company... A Theatre-in-education/Community Theatre Company...

WALTHAM FOREST LONDON BOROUGH OF

Violin Teacher Scale 2... Applications are invited for the post of Violin Teacher...

London: Information and Public... A small but growing professional staff to help in development of students, schools and colleges...

YORKSHIRE NORTH YORK MOORS NORTH YORK CENTRE

Course multi-activity... Courses of multi-activity for 11-16 years olds...

HILLINGDON LONDON BOROUGH OF

Outdoor Education... Temporary seasonal assistants required to work with a lively and committed professional staff...

DEPARTMENT OF PHYSICAL EDUCATION

Resident Tutor in Outdoor Pursuits... A tutor in Outdoor Pursuits is required for 1st October 1982...

WELSH JOINT EDUCATION COMMITTEE CYD-BWYLLGOR ADDYSG CYMRU

Appointment of Examiners... Applications are invited from practising teachers, in schools and in Higher Education...

SCHOOLS/COMMUNITY LONDON CO-ORDINATOR

Stage Manager with TIE experience... Applications are invited from practising teachers...

MINERVA Outdoor Ventures

Experts in outdoor activities... Experts in outdoor activities are required to assist in the development of outdoor education...

WEST WALES INSTRUCTORS

Permanent instructors of outdoor activities... Permanent instructors of outdoor activities are required for a variety of outdoor sports...

Lancashire County Council

Principal Education Welfare Officer... Salary Scale: PO2(3-7) £11,814-£12,999 pa

SHEFFIELD EDUCATION DEPARTMENT

Adviser for English... Salary Scale: Burnham Group 9 £13,506-£14,631

CITY OF WAKEFIELD YORKSHIRE AND HUMBERSIDE REGIONAL HEADSHIP UNIT

Headship Director... Applications from men or women with successful headship experience...

Chief Administrative Officer and Clerk to the Governing Body

Slough College... Applications invited from suitably qualified persons with experience of Further and/or Higher Education...

CAMBRIDGESHIRE EDUCATION

Educational Psychologist... Applications are invited for this post in the Northern Area of the County based in Peterborough...

Museum Assistant

Local History and Research and Education... Applications should have teaching experience and appropriate qualifications...

WALLES THE PROVINCIAL COUNCIL

Museum Assistant... Applications should have teaching experience and appropriate qualifications...

Charter Clinic Chelsea

Activities Therapist... Enthusiastic, flexible Activities Therapist required for a leading private psychiatric clinic in central London...

Technical Officer Computer Software

Griffin and George Ltd... A salary which reflects the importance of the position together with a full range of large company benefits...

HARLOW

English as a Foreign Language

ASCOT HEATHFIELD SUMMER SCHOOL... English as a Foreign Language... 1982... Required for October...

CAMBRIDGE THE BELL SCHOOL OF LANGUAGES

1982... Required for October... 1. EFL teacher to teach at all levels... 2. EFL teacher to teach at all levels...

EDINBURGH/YORK

Course Directors required for above centres from July 1st... Edinburgh, York... 1982...

KENT ANGLIAN SCHOOL OF ENGLISH

Requires a full-time teacher of EFL from end of June... Kent... 1982...

PROFESSIONAL COMMUNICATION SERVICES

is looking for a full-time member of staff to design and implement ESP programmes... Professional Communication Services... 183 Holton Road, Barry CF8 6HP South Wales

The Arabian Oil Company

English As A Foreign Language... The Arabian Oil Company... 16 George Street, Edinburgh... Telephone 01-531094

Gabbitas-Thring

Teaching English as a Foreign Language... Gabbitas-Thring... 67 George Street, Edinburgh... Telephone 01-531094

KENT METROPOLITAN POLICE INDIAN LANGUAGE TRAINING UNIT

The Indian Language Training Unit... Kent Metropolitan Police... 1982...

LONDON QUALIFIED and experienced EFL teachers

Qualified and experienced EFL teachers... London... 1982...

LONDON OXFORD HOUSE COLLEGE

Requires EFL TEACHERS... Oxford House College... 1982...

NOTTINGHAMSHIRE TRAIN TO TEACH ENGLISH AS A FOREIGN LANGUAGE

In 1982 at Eaton Hall... Nottinghamshire... 1982...

OLDFHAM METROPOLITAN POLICE INDIAN LANGUAGE TRAINING UNIT

The Indian Language Training Unit... Oldham Metropolitan Police... 1982...

LONDON QUALIFIED and experienced EFL teachers

Qualified and experienced EFL teachers... London... 1982...

LONDON OXFORD HOUSE COLLEGE

Requires EFL TEACHERS... Oxford House College... 1982...

NOTTINGHAMSHIRE TRAIN TO TEACH ENGLISH AS A FOREIGN LANGUAGE

In 1982 at Eaton Hall... Nottinghamshire... 1982...

Appointments Wanted

CAI BRIDGE Undergraduate... Appointments Wanted... 1982...

SALFORD Maths Teacher

Maths Teacher required immediately... Salford... 1982...

WEST SUSSEX Teacher

Teacher required for... West Sussex... 1982...

Education Courses

GERMANY Teachers... Education Courses... 1982...

CRUYDON UNIVERSITY SUMMER COURSES

University Summer Courses... Cruydon... 1982...

CRUYDON UNIVERSITY SUMMER COURSES

University Summer Courses... Cruydon... 1982...

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University Summer Courses... Cruydon... 1982...

CRUYDON UNIVERSITY SUMMER COURSES

University Summer Courses... Cruydon... 1982...

CRUYDON UNIVERSITY SUMMER COURSES

University Summer Courses... Cruydon... 1982...

TEACHER TRAINING English as a Foreign Language

Teacher Training English as a Foreign Language... 1982...

CITY OF COVENTRY

City of Coventry... 1982...

TEACHERS WANTED

Mathematics, English, Physics, Chemistry... Teachers Wanted... 1982...

LEARN TO TEACH ENGLISH (EFL)

Learn to Teach English (EFL)... 1982...

LEARN TO TEACH ENGLISH (EFL)

Learn to Teach English (EFL)... 1982...

LEARN TO TEACH ENGLISH (EFL)

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PERSONAL continued... 1982...

PROMOTION in teaching

Promotion in teaching... 1982...

SAME DAY LOANS A POST

Same Day Loans A Post... 1982...

SCHOOL REPORT-WRITING

School Report-Writing... 1982...

WHAT CAN A TEACHER DO

What Can a Teacher Do... 1982...

WRITE and sell Children's

Write and sell Children's... 1982...

HOLIDAYS AND PERSONAL

Holidays and Personal... 1982...

JOB HUNTING

Job Hunting... 1982...

MORTGAGES

Mortgages... 1982...

CARPETS and Carpet Tiles

Carpets and Carpet Tiles... 1982...

FOR SALE Several high quality

For Sale Several High Quality... 1982...

QUANTITY OF SURPLUS

Quantity of Surplus... 1982...

SCHOOL TRAVEL AGENT

School Travel Agent... 1982...

T-SHIRTS and Sweat shirts

T-Shirts and Sweat Shirts... 1982...

W.V. LTD

W.V. Ltd... 1982...

SECOND CHANCES 1982

Second Chances 1982... 1982...

TEACHING TABLES

Teaching Tables... 1982...

ARCHAEOLOGY IN ISRAEL

Archaeology in Israel... 1982...

BARGAIN BREAKS in Low

Bargain Breaks in Low... 1982...

DEVON/CORNWALL

Devon/Cornwall... 1982...

FERRING (BUSINESS)

Ferring (Business)... 1982...

GLoucestershire

Gloucestershire... 1982...

LONDON'S Best Budget beds

London's Best Budget Beds... 1982...

NORTH CORNWALL

North Cornwall... 1982...

SHORELINE HOLIDAYS

Shoreline Holidays... 1982...

SOLVER ACTIVITY HOLIDAYS

Solver Activity Holidays... 1982...

Home Exchange Holidays

Home Exchange Holidays... 1982...

LECTURER NEAR Cotswolds

Lecturer Near Cotswolds... 1982...

U.S.A. Exchange Calif. 29th

U.S.A. Exchange Calif. 29th... 1982...

Partnerships

Partnerships... 1982...

GERMAN GRAMMAR

German Grammar... 1982...

TERRACED HOUSE in Cam

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